

Williams

2016-2017

Chronicle of Experiential Learning and Community Engagement



CLiA

Center for Learning in Action

Connecting Curriculum
and Campus to Community

WHO WE ARE AND WHAT WE DO

The Center for Learning in Action (CLiA) cultivates and sustains experiential learning opportunities, curricular and extracurricular, in the service of the teaching goals of our faculty, the civic aspirations of our students, and the needs of the wider community. The Center's programming and pilot projects include fieldwork courses, volunteer and paid work opportunities, summer internships and research fellowships. We also support the work of many of campus entities.

Our team of two full-time staff, nine part-time staff and four contractors takes a collaborative and continuous learning approach, working with a wide range of community organizations, student groups, and campus partners to provide students opportunities to help address pressing civic problems.

CENTER FOR LEARNING IN ACTION STAFF AND CONTRACTORS

Paula Consolini, Ph.D.

Director

Colin Ovitsky, BA

Administrative Coordinator

Jennifer Swoap, BS

*Assistant Director, Elementary Education and
Director of Elementary Outreach*

Kaatje White, BA

*Assistant Director, Local High School
Education and Director, Williams Center at
Mount Greylock*

Anne Valk, Ph.D.

*Associate Director for Public Humanities &
Lecturer in History*

Sharif Rosen, BA

*Assistant Director, Community Engagement &
Muslim Chaplain*

Tracy Finnegan, MA, MAT

*Assistant Director, Poverty, Food Insecurity &
At-Risk Education*

Molly Polk, MA

*North Adams Coordinator for Williams
Elementary Outreach*

Tracy Baker-White, MIS

*Williamstown Elementary School
Coordinator, Science*

Geraldine Shen, MA

*Williamstown Elementary School
Coordinator, Classroom Support*

Lindley Wells, BS

*Education Outreach Consultant for Williams
Elementary Outreach*

Jessica S. Dils, MFA

*Williams Fellows Program Coordinator for
the Williams Center at Mount Greylock*

Cecilia Hirsch, MFA

Adventures in Learning Co-Coordinator

Melody Blass Fisher, Ph.D.

Adventures in Learning Co-Coordinator

Renee Schiek, BS

*Lanesborough Elementary School
Coordinator*

*Cover Design Credit:
Shanti Hossain '19*

NOTE FROM THE DIRECTOR

"I never knew there were urban problems in the Berkshires until I took Planning my senior year..."

-- message from an Environmental Planning Workshop course alum to instructor Sarah Gardner

The student who shared this revelation is not alone. Others have told us that they had expected to leave behind the community work they did before Williams. Even some who have been here for a few years have the impression that the area is a social and economic backwater. In fact, we have many of the same social and economic challenges you will find anywhere in the country. But we also have many energetic people and organizations trying out creative solutions to new and persistent problems. And they welcome our students as partners in their multifaceted work.

Berkshire County has a high density of non-profit organizations[1] and many, though small and lean, run innovative programming. Some run nationally recognized programs for at-risk youth: Barrington Stage Company's award-winning Playwright Mentoring Project and Berkshire Children and Families' "Kids for Harmony" music training program, to name just two. Others, including food pantries, economic development enterprises and business incubators, welcome Williams students to work with them and to conduct research on their efforts.

Our public schools are leading change, too. The nearby North Adams Public School District is our partner in a four year National Science Foundation-funded hands-on science education project, called Teach to Learn (led by the Massachusetts College of Liberal Arts). The Pittsfield Public School District is piloting a Restorative Justice Initiative and is the only Massachusetts school district to retain a state-certified Director of Cultural Proficiency to address the challenges of racial and cultural diversity in the city.

At the Center for Learning in Action, we help students learn from working with these and many other committed community partners. There's so much to share in this annual report that it takes us more than 100 pages to do it![2] We begin with some in-depth stories in our new "Spotlight" section. The rest of this document describes programs, student groups, and relevant community organizations, and lists all participants.

In view of everything noted above, it should come as no surprise that experiential education at Williams is growing. Faculty have stepped up, offering more courses involving experiential learning in 2016-17 and they plan to offer even more in 2017-18. More student groups are engaging in community work, and new groups are organizing to do more of it.

In 2016-17, our dedicated CLiA staff supported (and in some cases, helped teach) 17 of the 89 courses involving experiential learning. These talented people also directed 24 of the 48 extracurricular engagement programs and projects available to students during the same year. We also supported 22 of the community engagement efforts (small and large scale) offered by student organizations and other offices.

By a conservative count, over 850 students reached beyond the Purple Bubble this past year. Faculty and staff guided students in fieldwork courses, programs and extracurricular projects nearby, across the country, and around the globe. Students designed and led their peers in wide-ranging projects and service work such as the semi-annual Great Day(s) of Service organized by Lehman Community Engagement, "Break Out Trips" (BOTs) spring break service

trips, the Williams Recovery of All Perishable Surplus (WRAPS) program, refugee advocacy work by the new student group, No Lost Generation and the expanded food insecurity alleviation efforts of the Campus Kitchen Project at Williams.

A look at the list of campus allies and partners (page 4-1) shows that civic engagement work is expanding across campus as well. In 2016-17, over 20 offices and departments either ran or supported community engagement work of some kind. Notable among these, the Music Department's support of Ephs Out Loud's music education community outreach work, the monthly "Take and Eat" weekend meal-making and delivery program led by the Chaplain's Office, and the Crossover Academy afterschool mentoring program at Brayton Elementary School run by the Athletics Department.

All of this is happening thanks to the work of many people, much of it facilitated by our exceptional CLiA team, but it started with the vision and tenacity of the College leaders who brought CLiA into being. To this trio, we owe a great debt of gratitude: Chaplain Rick Spalding, whose tireless, eloquent advocacy for community engagement built the foundation; Vice President for Campus Life Steve Klass, who guided the creation of the Center; and President Adam Falk, who immediately saw the potential for what we could become and then never wavered in his support.

If you think nothing of consequence happens in the Berkshires, this Chronicle provides overwhelming evidence to the contrary. Students needn't wait until graduation to get started with critically needed community-building work. The opportunities to make a difference are right here. We at CLiA are ready to help.

On behalf of CLiA,

A handwritten signature in dark ink, appearing to read "Paula M. Consolini". The signature is fluid and cursive, with the first name "Paula" being more prominent.

Paula Consolini

[1] A 2015 study commissioned by the Berkshire County Chamber of Commerce reported 349 individuals per non-profit in Berkshire County; 520 individuals per nonprofit in Massachusetts; and 839 individuals per non-profit in the US. See p.4 of "Berkshire County Nonprofits: Recession and Recovery" by Stephen Sheppard and Kay Oehler, prepared for the Berkshire County Chamber of Commerce, February 2015.

[2] Thanks to Colin Ovitsky, Lily Gordon '20, Teresa Yu '20 and Tracy Finnegan for technical and editing support for this volume. A special thank you to Shanti Hossain '19 for our beautiful cover design and to John Shea for printing assistance.

TABLE OF CONTENTS

Spotlight	Page 1-1
Why I Love Doing Taxes	Page 1-1
Public Health Problems and Possibilities	Page 1-3
Community-Based Environmental Problem Solving	Page 1-5
When in Rome	Page 1-7
Out of the Bubble, Back to the Future	Page 1-10
Disrupting the School to Prison Pipeline	Page 1-12
Seeing Clearly: A Vision for Nicaragua	Page 1-14
Urban Education Adventure	Page 1-17
On the Frontlines of Climate Change in Eleuthera	Page 1-19
The Personal Impact of Immersive Learning	Page 1-20
Experiencing Cultural History through Modern Craftsmanship	Page 1-22
 Curricular Experiential Education	 Page 2-1
Examples of Semester Courses	Page 2-2
Examples of Winter Study Courses	Page 2-9
 Extracurricular Experiential Learning	 Page 3-1
Williams Elementary Outreach	Page 3-1
Williams Center at Mt. Greylock & Other High School Outreach	Page 3-17
Break Out Trips (BOTs)	Page 3-23
Community Outreach Training Program	Page 3-26
Food Insecurity Work	Page 3-26
Crossover Academy	Page 3-27
Give It Up!	Page 3-27
Positive Pathways Partnership (P3)	Page 3-28
Public Humanities at Williams	Page 3-29
Purple Valley Volunteer Income Tax Assistance (VITA)	Page 3-29
Sentinels Summer Research Fellowship	Page 3-30
Sixth Grade College Visit	Page 3-31
Take and Eat Program	Page 3-31
Williams Poverty Initiative	Page 3-32
Student-Led Community Work	Page 3-34
 Campus Allies & Partners	 Page 4-1
 Community Partners	 Page 5-1
 Appendices	 Page 6-1
A: Key Elements of Effective Experiential Pedagogy & Glossary	Page 6-1
B: 2016-2017 Courses Involving Experiential Learning	Page 6-6
C: Program Participants	Page 6-8

SPOTLIGHT

Facts such as how many years a program has been run, who leads it, and who it serves are all useful bits of information, but they don't tell you everything. In this section, we share the stories behind some of the experiential courses and the programs CLiA supports. They all have one thing in common: they provide an opportunity for Williams students to engage with and learn from communities outside the "purple bubble." Beyond that, they all address incredibly diverse issues, ranging from at-risk youth development in the Berkshires to lack of eye care in Nicaragua. These stories explore the societal issues the programs address. What motivates students to participate in these programs in the first place? What do they struggle with, and how do they come out changed?

With the sheer number of experiential courses, staff and student-run programs and clubs CLiA supports, it's easy to lose sight of the massive effort and thought that goes into each of them when they are all compiled in the Chronicle. In this section, we dive deeper, revealing the things you can't easily see on the surface.

Thank you to everyone who gave their time, pictures, and stories, making this section possible.

- Lily Gordon '20, Spotlight Editor

Why I Love Doing Taxes

by Maria Hidalgo Romero '20*

If someone had told me a year ago that one of my greatest professors in college would be the U.S. tax system, I would have told them to shove it elsewhere. However, I have learned just as much about myself, about the Berkshires, about *America*, as I have of the tax code.

Every Wednesday and Saturday during early spring 2017, a group of us piled into a minivan with CLiA director Paula Consolini and sophomore Robbie Dulin to fill out tax returns in North Adams. Together, we made up the Purple Valley Volunteer Income Tax Assistance team, known as Purple Valley VITA. We climbed up to the second floor of a Berkshire strip mall and waved to either Rose or Karen, the Berkshire Community Action Council staff who hosted us.



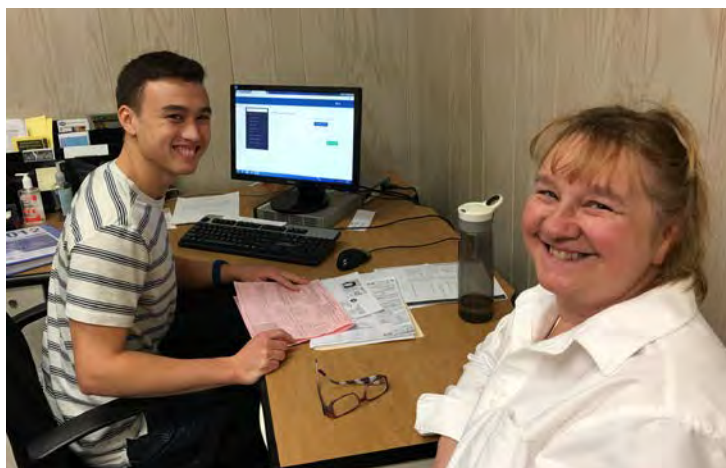
Oftentimes, our first clients were already waiting. There were 18-year-olds fresh out of high-

school, old doting couples, supermoms, bachelors, savvy immigrants, Williams faculty members, teenagers, and others. They had one thing in common: they all came to get their taxes filed through our no-cost VITA program.

VITA, a national program connected to the Internal Revenue Service (IRS), as stated on its website, aims to offer “free tax help to people who generally make \$54,000 or less, persons with disabilities and limited English speaking taxpayers who need assistance in preparing their own tax returns,” (IRS). Note the word *free*, as in we don’t charge filing fees like H&R Block or TurboTax. However, what the website doesn’t tell you is how VITA is one of the few national programs aimed at making the *system* work.

Most social policy work and social safety net programs use the tax returns to means-test their participants. National programs from SNAP, colloquially known as food stamps, to LIHEAP, a fuel assistance program, all require that applicants submit their tax returns as proof of eligibility. The Affordable Care Act depends on tax penalties for its effectiveness. The tax code is at the heart of policy work in the U.S.

My role as a tax consultant taught me just as much about U.S. policy as my classes at Williams. Econ 110 may have taught me about household budgets, poverty, and theories on economic



redistribution, but VITA showed me how a Berkshire resident spends \$7,000 on rent when they’re working with \$16,500 in income for a budget. Theory tells me this client is above the poverty line, experience tells me otherwise. For example, the poverty line is based off of caloric consumption in relation to household budget, and that this ratio was established in the mid-20th century. Nowadays, economists and policy workers speculate that this food-to-income percentage has dropped, while other expenses, such as housing, have

risen in proportion, meaning that the poverty line is much lower than when it was first established. At VITA, and only at VITA, can I see this playing out in real time. And more importantly, I can help fix this problem. Through the application of a rental deduction, I can ensure a client a larger refund which can go towards housing or other expenses—instead of filing fees like those found at H&R Block. I don’t have to wait until I graduate to make a difference, and you don’t either.

I’m not endowed with any magical tax filing powers. And I don’t do this work because I particularly enjoy poring over W-2s or 1099s, despite what the title suggests. The reason I make the time to go down to North Adams and file taxes is that I love the people we work with, and I know the work that we do makes a big difference in their lives. Through a bit of studying and a certification test, any Williams member—faculty, student or alumni—can come join Purple Valley VITA and make a tangible difference in people’s lives.

*a revised version of a [Williams Record](#) Op-ed, published March 8, 2017

Public Health Problems and Possibilities

by Lily Gordon '20

To an enthusiastic audience, the first group of Williams seniors presented their research project on the topic of intimate partner violence, which, Elim Cho '16 said, “isn’t spoken enough about, given its prevalence.” The three seniors wanted to know how much middle, high school, and college students know about healthy relationships, and used surveys with different hypothetical scenarios to find out. A second group studied the opioid epidemic, examining the scope of the problem in Berkshire County and the success of different forms of treatment and harm reduction, including collecting data from the local methadone dispensary and needle exchange facility. The third group studied a program in the area called the Berkshire Baby Box program.



These presentations were the culmination of the Public Health concentration, a program now in its third year at Williams. It combines many disciplines including biology, psychology, sociology, political science, and economics.. The seniors taking PHLH 402: Senior Seminar in Public Health all have different majors and “represent this beautifully diverse group of students,” said Professor Amie Hane, instructor of this capstone course in which the seniors design unique research projects. This year, there were nine students in the seminar, leading to an intimate and highly personalized class environment.

The seminar has two main components: a classroom and an experiential one. First, the students “master the empirical approaches and methods of the field” of public health, said Hane, by reading various empirical studies. This semester focused on the social determinants of health, including “fetal programming models, toxic stress in childhood, mental health and stigma,” community violence, the opioid epidemic, and related public health topics. Next, the seniors try their hands at the approaches they’ve studied. They break into small groups and design research projects on a public health topic they find interesting. Ultimately, the seniors formally present their projects to a public health advisory board and interested community members.

Elizabeth Curtis '17 loved the course. Ever since she realized just “how broken our maternity system” is in the U.S., Curtis has wanted to help improve reproductive health services in the country. During her sophomore year, she designed an independent winter study focused on birth doulas in Berkshire County. For her seminar project, Curtis knew she wanted to do something related to maternal health. She’d heard about a program called the Berkshire Baby Box program that intrigued her, and her group members caught the enthusiasm immediately.

First, the group looked at the roots of Berkshire Baby Box project. In the 1930s, Finland created a program that greatly reduced the infant mortality rate and was part of a broader scope of interventions that led to reducing the cases of SIDS, Sudden Infant Death Syndrome, which has been linked to poor access to prenatal health care and unsafe sleep practices. It’s a problem in Massachusetts, too; SIDS is the “3rd leading cause of death for children under one year,” said a group member. The Berkshire Baby Box program, based on the Finnish model, attempts to turn

that around. It educates parents on safe sleep habits for avoiding SIDS such as “putting the baby to sleep on its back, removing any sort of extraneous things from the baby’s sleep environment like soft pillows or blankets, and reducing exposure to cigarette smoke,” said a group member. In addition to education, the program provides new parents with a free safe sleep space for babies: a box with a firm mattress inside which has been shown to reduce infant mortality. All the parents have to do is take a single class on safe sleep habits and they receive this miracle box filled with other parenting goodies such as “diapers, onesies, and blankets,” said Curtis.

Hinda Bodinger, the director of the Berkshire Baby Box program, had a grand vision: she wanted to build a sense of community for families in rural Western Massachusetts, and she decided to introduce the baby boxes as a tangible way of reaching out. “Berkshire Baby Box is an all-county initiative, although many of the people targeted by the program and most in need of it are immigrants and low-income families,” said Bodinger. Concerned about anti-immigrant rhetoric, Bodinger wanted to show the growing immigrant community that “they are valued members of the community,” said a group member. “It has become clear, though, that new parenthood is a challenging time for all, and the baby box workshops help address the isolation felt by many new moms, regardless of income level,” said Bodinger.



The seniors wanted to know: does the Berkshire County program work? To find out how the baby boxes were being received by moms and health care providers, the work was divided amongst three team members, each designing a survey for a different group. The most interesting feedback, said Curtis, came from the new parents. The group found that parents don’t always use the box, but they almost always take away knowledge of safe sleep practices. And 95% of new moms said it made them feel like a

valued part of the community, “We think the Berkshire Baby Box has succeeded at reaching its target populations,” the seniors concluded. The feedback shows that while improvements would make it even better, so far it seems to be on the right track.

Curtis was surprised by the positive reception. “Everyone was so enthusiastic,” she said, and she’s “used to people being hostile to outside programs.” Medical interventions in particular are often met with distrust by the people they are meant to serve. This receptivity on the part of Berkshire County residents, combined with Bodinger’s energy, has led to the significant success of the program. Curtis admires Bodinger, who, with no previous nonprofit experience, singlehandedly started the program and continues to work tirelessly to improve it. “She’s amazing, a real firehouse,” Curtis said, praising the passion she saw. “I hope to someday be like Hinda,” said Curtis.

It’s easy to see this same passion in Curtis herself. With no hesitation, she said of her future plans, “I want to be a midwife and I want to catch babies for the rest of my life.” She may even return to the place where she spent the last four years. She knew before starting the concentration that someday she wanted to be a midwife in a rural community, and said, “I feel so dedicated after this project that I can one hundred percent see myself moving back to Berkshire county. I would be proud to be a resident.”

Community-Based Environmental Problem Solving

By Sarah Gardner, Associate Director, Center for Environmental Studies



"I never knew there were urban problems in the Berkshires until I took Planning my senior year. Now, I read the Berkshire Eagle online, even though I've graduated and I'm halfway across the country. I care about the Morningside neighborhood and I want to know what's happening there." I received this email from a student who graduated this past June.

ENVI 302 Practicum: Environmental Planning Workshop¹ opens students' eyes to the Berkshires and brings students out of the classroom, off campus, and into local cities and towns to work with communities to help solve environmental problems. Each year brings new issues, new clients, and new challenges for the students. After spending the term immersed in their projects, the student teams give a final presentation to their clients and the public. Here are summaries of each of the projects from the Fall 2016 run of the course.

The Tyler Street Transformative Development Initiative, Pittsfield, Massachusetts

This team conducted a large scale assessment of the physical attributes of a declining neighborhood to support the city's application for a state revitalization grant. One of the most diverse, yet poorest neighborhoods of Pittsfield, Morningside, has potential due to its good housing stock, commercial district and proximity to downtown. Yet it is at risk of blight. As a result of their in-depth research, the team made recommendations for neighborhood improvements that would stem the decline of the built environment and enhance safety, quality of life and the environment. The students (Silje Christoffersen, Gemma Holt, Ross Hoffman, and Angel Ortiz) worked under the guidance of Pittsfield City Planner, Cornelius Hoss, are all pictured here.



The Williamstown Build-Out Analysis



How much and where can a town develop under its current zoning? That's what a build out analysis determines. It's an essential land use planning tool to inform decisions about land protection and development. The analysis identifies the multiple layers of constraints besides zoning such as

¹ Going forward, this course name and number have been changed to ENVI 411 Environmental Planning Workshop: Community-Based Environmental Problem Solving

wetlands, aquifer protection overlay districts and steep slopes. That's where GIS comes in. This group of students (Erica Chang, Maggie Peard and Jamie Ruggiero, pictured here with Town Planner Andrew Goff on the far left) mastered GIS mapping and updated Williamstown's seventeen-year-old build-out analysis, resulting in a detailed, accurate and useful land use tool for the town. They worked under the guidance of Groff (their official client) and with the help of Williams GIS Technology Specialist Cory Campbell.

Mount Greylock Regional High School Outdoor Placemaking

Mount Greylock Regional High School is undergoing a much needed major renovation and addition which will downsize the school to better fit the smaller student population. The new school will also be more energy efficient and as a three story building will have a smaller footprint, allowing for more outdoor area.

In line with these changes, the building committee engaged the class to design several outdoor spaces--a classroom, lunch area and waiting area--that would draw students outside. Four students from the course took on this challenge (Roshny Vijayakar, Sasha Langesfeld, Michael Ding, and Sarah Cooperman pictured here with Principal Mary MacDonald, far right, and CLiA's Kaatje White, far left). They offered multiple recommendations, many of which were incorporated into the final project design. The goal was to create spaces that are fun and functional; it's well documented that getting outside enhances learning and overall well-being.



Greylock Works Cider Lab

Greylock WORKS is a project based in a vast former mill building in North Adams. The goals are to develop multiple food and hospitality-based operations that will buy from local growers, create jobs, and be an attraction for visitors to the North Berkshires. In addition to a planned restaurant and hotel, the project includes artisanal food and cider production facilities. The student team (Steve Yannacone, Becky McClements and Will Schmidt, pictured here with client Sal Perry, 2nd from left) conducted a feasibility study for the hard cider operation, traveling around Massachusetts and Vermont interviewing apple growers, cider makers, distributors and retailers to get an understanding of the cider business and to learn how this product could be economically viable.



All the final reports and presentations from this course may be found on the CES website at <http://ces.williams.edu/environmental-planning-papers/>.

-A revised version of an article in [CES Notes 2017](#)

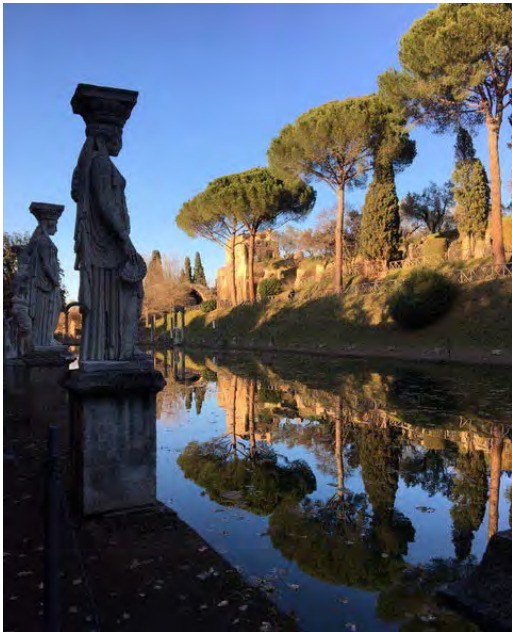
When in Rome

By Classics Professor Amanda Wilcox

For centuries, even for millennia, the proverb “All Roads lead to Rome” was in an important sense literally true. For scholars and merchants, people of faith, for artists of all kinds, for adventurers, migrants, and refugees, for the powerful and desperate, the curious and the jaded, for people of all trades, classes, colors and creeds, the city of Rome was a prime destination. Today Rome retains its importance as a center of diplomacy and international education and provides an unparalleled laboratory for architectural and art historical investigation. Rome also provides excellent lessons in sustainable and renewable urbanism and in nearly every sort of human interaction.



Our Classics winter study course, **CLAS 25: Where All Roads Go: Ancient Rome and**



Environs², introduced students to the cultural and historical riches of Rome through an exploration of its first flourishing as the cultural and political capital of the ancient Mediterranean world. As we encountered the monuments and topography of the ancient city, observing the complex co-existence of antiquity with the present day, we investigated the creative interrelationship that the contemporary city continues to generate with the many layers of its past.

This course explored the topography, cultural history, and lived experience of ancient Rome and its immediate environs. Much of our attention focused on monuments of the ancient city that remain visible today. We considered how these remnants of the city's past were used at the time they were built, how they were linked in their ancient context, and how they have continued to interact with their surroundings over the centuries. We

also considered how the story of the city since Rome's first "decline and fall" and its Renaissance revival has been told as a series of rebirths or resurgences of its ancient glory. The central focus of our inquiry, however, was the ancient city itself.

² This course was financially underwritten by a Global Ventures grant from the Office of the Dean of the Faculty making it equally accessible to all Williams sophomores, juniors and seniors.

Special moments included the breath-taking (literally) ascent of the dome of St. Peter's Basilica, which gave us an unparalleled view of the city from the roof of the basilica, and a golden afternoon spent freely roaming the emperor Hadrian's villa in Tivoli. Students also enjoyed an impromptu al fresco lunch in the town of Palestrina (named for its most famous citizen) sitting perched on the base of the Palestrina's statue in a dual purpose piazza and parking lot that was once the ancient town of Praeneste's forum. They ate sandwiches freshly made at a corner grocery on the square, and listened to Palestrina's ethereal polyphonic harmonies, which one of our TAs played for them on her iPhone.



We had a wonderful group of twelve students, evenly divided by gender, ranging from sophomores to seniors. Seven were Classics majors, and a couple more were students who have demonstrated a strong interest in the field. Student participants included: Carol Almonte, Sean Lederer, Kelsie Dalton, Danny Kirsch, Angela (Seunghyun) Yeo, Henry Barker, Rebecca Williams, Giovanni di Russo, Rebecca Dunwoody, Marisa Flignor, Alex Kilman and Andrew Rondeau.



Each of the students was responsible for researching and delivering a brief site report on a significant spot in the city, and they wrote these up formally for their final assignment. Students also contributed photos and thoughts to a Tumblr blog. Andrew Rondeau '17, who called the trip "a truly transformative adventure," reported on the ancient Theater of Pompey the Great, built in 55 BC:

"Today, very little physically remains from Pompey Magnus's theater complex. Only a few rows of seats survive, comprising part of the ceiling of the modern restaurants 'Costanza' in the Piazza del Paradiso and 'Pancrazio' and in the Piazza del

Biscione. However, the impact of such a structure on the modern city is still perceivable with more learned eyes: the Teatro Argentina and Via Arenula run along the width of the theater's portico, with the four Republican temples surviving at its Western end. Via di St. Anna runs the entire portico's length, and the tall buildings flanking Via di Grotta Pinta still curve around with the shape of the original theater (Claridge 2010, fig. 101). Looking up at these multistoried buildings in curve and realizing that even they would have been overshadowed by Pompey's rows of marble seats and temple on high gives the





viewer of some sense of the glory of the building and its city in their ancient heyday. As is the case with most of Ancient Rome in the modern city, we may have just the rubble and bricks remaining, but with the right set of eyes, modern Rome still permits us to examine it deeply."

The sites that students reported on included the Stadium of Domitian (modern Piazza Navona), the Forum of Augustus, a bath complex in Ostia—the ancient port of Rome, the Circus Maximus, the temple of Magna Mater or Cybele on the Palatine, the Lacus Curtius in the Roman forum (a site that

importantly testifies to how the Romans shaped and preserved civic memory and identity), Pompey's Theater, the Mausoleum of Augustus, the temple of Hercules Victor in the ancient cattle market by the Tiber, Tiber Island, the thermopolium (ancient bar and fast food joint) in Ostia, and Mussolini's fascistic renovation of the space around the Augustan Ara Pacis and Mausoleum, a witness to the powers and dangers of ideological repurposing of the past.

Feedback from the participating students has been overwhelmingly positive. Angela Yeo, '19, wrote to us that, "As someone who had never been to Europe before, this introduction to Rome was everything I could have hoped it to be."

Kelsie Dalton was equally enthusiastic: "It was such a wonderful and unique experience. The Winter Study trip to Rome was my first time overseas. I had no previous experience with Italian and, unlike many other members of the group, no experience with Latin. Because of this gap in understanding, the importance of studying language struck me as it never had before - as it never could in a classroom. Even the others in my group who spoke no Italian could



still comprehend more of the culture and more of the history than I could through their knowledge of Latin. That feeling of isolation and the desire to understand and connect is impossible to replicate in the sterile environment of the classroom, and I believe the memory of it will have a lasting impact on me."



For more reflections, insights and photos from this study trip go to <https://williams-paideia.tumblr.com/>

Out of the Bubble, Into the Future

by Ellyn Pier '19 with Lily Gordon '20

Where can you teach reading, science, and cooking? Make a 12 year old friend? Dress up as the Cat in the Hat? With so many great outreach opportunities so close by, it's no wonder that Williamstown Elementary School (WES) is hopping with college students. A mere five minute walk from campus is all it takes to pop the "purple bubble". The wide range of programs at WES offers a way for Williams students of all different interests to teach and connect with elementary students. This article highlights two of the many CLiA offerings at WES.



Pop quiz: when is Dr. Seuss' birthday? Williamstown Elementary second graders know: it's March 2nd. QuestBridge students from Williams organized an event centered around the iconic children's author for these second graders. "Read Across America Day" is celebrated nationally on Seuss' birthday to promote literacy and love of reading. The Williams QuestBridge chapter chose to kick off National Service Month with a fun, interactive activity for the elementary students on this very day.

A national non-profit platform, QuestBridge connects high-achieving low-income students to institutions of higher education, as well as other future opportunities such as "volunteer work, internships, and networking events," said Arkey Barnett '19. Williams QuestBridge students, in keeping with a national effort by QuestBridge to promote literacy, are trying to pay it forward. Thus, the event at Williamstown Elementary. Because of the "long-term educational benefits of regularly reading at an early age," promoting literacy in young students echoes QuestBridge's mission of expanding educational opportunities for all students of many ages.

So Williams Questbridge students took that five minute walk. Together, they and WES teachers developed a plan for different stations, each highlighting a different Dr. Seuss story. One station featured a telephone game inspired by "Horton Hears a Who." Another involved a "sentence starter" game to get the kids writing sentences about their strengths. Before the festivities began, the visiting Williams students built on the current biography unit of the second graders by telling them the story of Dr. Seuss's life.

Barnett, the service chair and events coordinator of the Williams QuestBridge chapter, organized and facilitated much of the event. He sees the day as a success, noting that Williams students "clicked well with the teachers," enabling a spirited collaboration. Arkey was full of praise for the teachers and their role in the event's success. The QuestBridge students also made the day go off without a hitch by implementing a well-thought-out structure while maintaining a measure of flexibility. All this added up to an "ecstatic" response from the young students, said Barnett. At one station, kids threw themselves into the task of creating funny sentences. They "were showing each other their sentences and the pictures they drew" and cracking up, he said. And the Williams students had fun, too. Barnett said he could "see [their] inner child come out."

Barnett, an Economics major, is passionate when it comes to education policy and increasing access to college education, and has been active through CLiA in this endeavor throughout his Williams years. He believes “the value of volunteering in the Williamstown Community is seeing life outside of the ‘purple bubble’ that is Williams College and contributing to the area where we now live.” Barnett wants to continue this work in a graduate program.

The teachers warmly praised the Williams students for their hard work. The event kept the second graders talking for days, and everyone is already looking forward to next Read Across America Day.

There are also great day-in and day-out ways to engage at WES. For Williams students who wish to form lasting relationships with kids, the WES After School Tutoring program provides an ongoing, regular opportunity to connect with elementary schoolers. Four afternoons a week, Williams students go to the elementary school to tutor for an hour. Fifteen student tutors develop relationships with 3rd-6th grade students who need extra help or simply a fun, safe place to spend time after school. The program mixes academic support with games in a “friendly and fun” environment.

Kendall Allen '20 and Megan Siedman '20 are the student coordinators of the program. Both feel strongly about education and have prior experience working with kids of varying ages in academic settings. While program coordination can be challenging with busy Williams schedules, both coordinators find it rewarding. They love the program.

Allen notes that the elementary school students often take some time to warm up to all the Williams students, but once they do, they are wonderfully curious. “They always have lots of questions about us and college,” she says. Siedman works with a 6th grade boy whose eyes lit up when she told him that computer science was a field of study. He had no idea his interest in computers was something he could continue to explore in college! College itself wasn’t even “on his radar,” she observed.

Not only do the elementary kids learn about academic possibilities, they often connect deeply with their Williams tutors, and vice versa. Siedman gushed, “I’m so attached to him now that I want to bring him to Williams to have him sit in on a computer science class.” Allen is similarly attached to the girl she tutors. “I’m sad when I don’t get to see [her],” she exclaimed.



Allen concludes, “working in the community has been a really transformative component of my Williams experience. Especially because we’re such a small college, it can be easy to feel isolated, or trapped within the confines of the campus. Spending time at WES is a wonderful way to step out of those confines and into the outside world. When I’m there, I forget about the paper I have to write later that night or the problem set due in a few days, and I always leave smiling. While it’s true we help the kids with their homework, it’s important to recognize that they help us just as much.”

Disrupting the School-to-Prison Pipeline

by Lily Gordon '20

Katie Manning '20 wanted a Winter Study course that got her involved more in the community. She said, "I just really feel like myself when I'm volunteering." LIFT, Learning Intervention for Teens, seemed like the perfect class.

Inspired by the winter study course "Children and the Courts," Alexa Lutchen '11 dreamed up a program that would connect Williams students to local young high schoolers on probation. To make this dream a reality, Lutchen teamed up with police chief Mike Wynn and Professor Susan Engel to establish this unique Winter Study course, Professor Cheryl Shanks explained. Now seven years old, the course's leadership is currently divided between Professor Shanks, who has been an advisor for six years, police chief Mike Wynn, who has been involved since its beginning, and a rotating team of student leaders.

In Political Science 22: Learning Intervention for Teens, Williams students become mentors. A dozen or so probationers, high school students from Berkshire County who have been adjudicated for minor offenses, are each paired with a Williams student, who has been trained beforehand by probation officers and other court officials. The pair spends a few hours together some weekday afternoons during January. On the days they are together, after the probationers get out of school, the pairs travel to the College for a few hours of activities. Every day is different: one day they'll go bowling, another they'll do a workshop with Combo Za, a Williams improv comedy group. The two gradually get to know each other, and get comfortable being together.

The end product of the course is a short research project on a topic of the probationer's choosing. It can be *anything*. Audrey Thomas '17, one of last year's LIFT leaders, told me it ranges "from Beyoncé to architecture to some really specific video game." Their Williams mentor encourages them and helps them navigate the College's resources. At the end of the month, the probationer will present their project to an audience of their fellow probationers, their families, the Williams students, and the probation officers. It's a joyful and proud day for all.

But the real end result of LIFT is deeper. Nancy McCauley, former probation officer who is still involved in LIFT, observed, "it changes the Williams student, and it changes the kid- on a level that's not tangible." She told me that the connection forged between the Williams student and the probationer is eye-opening for both because they're usually coming from very different backgrounds.

Given these differences, it is not easy for either party. On the first day, Thomas described it as "inevitably awkward." The probationers are often reluctant to be in the program in the first place, and they're in foreign territory. And the Williams students usually don't know how to connect with them right away. It takes patience. After everyone has gotten through that initial awkward stage, issues are bound to come up throughout the month. Every year there is some drama, and some situations one simply cannot prepare for. "It was a lot of work emotionally and mentally to be with these kids," Manning said. "Many of them deal with difficult home lives, mental health issues, poverty, and substance abuse."

But every Williams student with whom I talked said that no matter how rigorous and difficult it can be, LIFT is absolutely worth doing. "It's one of the best things I've done at Williams," says

Thomas, a senior. She thinks that for both the Williams students and the probationers, “it’s a great lesson in empathy across difference.” Furthermore, the program really does seem to impact the probationers. “It’s amazing to see small changes in each kid,” Manning told me. “They gain confidence; they open up.”

The main thing Manning took away from the program was that the adjudication of minors is “really a systemic issue.” It’s not their fault, she says; “these kids are born into difficult circumstances, and their resources are limited.” Public schools are underfunded and don’t always engage the students. Also, there’s simply very little to do as a teenager in the area so they end up getting in trouble.

Because the probationers are minors, it’s not possible to keep statistics on them, and therefore, it’s hard to know what the lasting impact of LIFT is on these teenagers. Everyone I talked to was very cautious about maintaining the privacy of the teenagers, and could not disclose names or specifics. “We can only go anecdotally,” says Thomas. But there is good evidence that the program is valuable to many teenagers. For example, some of the teens, like Thomas’ mentee, come back the next year to help mentor other probationers. And the probationers, despite often showing initial reluctance to be there, usually wind up expressing their enthusiasm about LIFT after the course.



Manning’s mentee did her project on photography. They spent hours together in the dark room in Spencer developing prints. It delighted Manning to see how excited her mentee got about the project;

“she said this was the best work she’d ever done- she was so proud of herself,” said Manning. One of the major benefits of LIFT is that it can increase the confidence of the high school students by showing them that they are not excluded from the academic world. Hopefully they also take away from the program the idea that education doesn’t have to be tedious. And that it doesn’t only deal with topics that seem irrelevant and removed from their lives; rather, it can actually engage them in their own interests.

Whether the mentor and mentee stay in touch after LIFT is up to them, but both Audrey and Katie have kept in contact with the students they worked with. Audrey still checks in with the girl she mentored her freshman year. And Manning keeps in touch as well. On the LIFT graduation day, Manning gave her mentee a mental health coloring book and her email address. She didn’t know if the girl would actually reach out to her because she wasn’t very comfortable with computers. But to Manning’s surprise, she got an email two weeks later. It was short, and in it Manning’s mentee said that she loved the coloring book. One day, she said, she chose to color in the book instead of getting in a fight. To Manning, this felt like success.

Seeing Clearly: A Vision for Nicaragua

by Lily Gordon '20

"Yes, the days are long here. Yes, they definitely test our physical strength. Yes, they test our patience and endurance... But this trip, for many of us, is a once-in-a-lifetime opportunity to make a difference in thousands of people's lives in a developing country." -- Jovana Calvillo '18



Fifteen years ago, Eye Care and Culture in Nicaragua was born. Bob Peck, emeritus Williams Athletic Director at that time, had contacts there who helped him realize his vision for a program to provide prescription glasses for Nicaraguans in need. Every Winter Study since then has provided a group of Williams students with a service and learning opportunity which challenges and enriches them.

Philosophy Professor Alan White, one of the current instructors, unpacked the differences



between Nicaragua's two coasts. The Pacific coast was heavily colonized by the Spanish and therefore wealthier and more white than the Atlantic coast, which is very rural and has many native residents. The Atlantic coast receives less attention from the government, and one result of this is that there's very little health care on the Atlantic side.

Eyesight is critical in these Atlantic communities where sewing and fishing are the two main livelihoods for those who

are neediest. Without the ability to thread needles and fishhooks, people lose the ability to provide for their families. The strong sun and dust make eye troubles quite common. To help, the Williams students prescribe reading glasses and hand out sunglasses to prevent sun damage.

But first, they have to get there. The Atlantic coast's infrastructure is not in great shape, which makes travel difficult for the group. This past year, after flying to Managua, the students and staff took vans to El Rama, the largest inland town in the Atlantic coastal region, where they spent two days running their first clinics. To get to Pearl Lagoon, an even more remote coastal town,



they rode in fiberglass boats. During the boat ride, torrential rains hit. "We couldn't see ten feet from the boat," said Matthew Hennessey '17. They stretched clear plastic tarps over them for shelter, but they "got soaked anyway," said White. Andy Castañeda '18 said, "It was hilarious."



The students are trained before the trip by the optometrists to give vision screenings. Elise Harb is one of the optometrists who went on the trip; she's participated for the past eleven years, teaching the students to determine the prescription needed in different situations. They're usually nervous about giving the screenings. "I tell them to trust in the fact that it always works out," said Elise.

In all, twelve students see between three and five thousand patients over eight days of clinic. People from small towns nearby travel for miles, often by foot, to congregate in line at the clinics. Andy remembers the "line outside our clinics that kept on going." Clinic days are, as a result, very long. They're also physically taxing; students are on their feet the whole time. "We may be in the clinic for ten hours, and it may be 90 degree heat and 90 percent humidity," said White.

After clinic, the group has dinner together. Matthew Hennessey '17 said it's always nice to "decompress after the day." The students talk through the difficult cases they saw and discuss the challenges of the clinic. Being together so often and working through challenges together, the students and staff "quickly become a family," said Elise.

A challenge for Andy was to keep the work personal. With the sheer volume and pace, he had to resist the urge to see people as “just another patient.” For Andy, what was most important was “to connect with them in some way.” “I came from a predominantly Latino community” (in Texas), he said. Andy recognizes the privilege he’s had, and feels that helping underserved Latino communities is his duty. The Nicaragua trip cemented that purpose in his mind. He loved being able to help in such a direct way. He’d conduct an exam, give a patient their prescription, and “their eyes would light up...It’s a very special feeling,” he said.



At night, the students get a chance to engage with the community. After the clinic, the students have time to explore, join a game of pick-up soccer or basketball, or chat with community members. At night, Matt said, “we’d go to where the locals went and play cards with them.”

Journaling is a mandatory part of the course, and the students “take it pretty seriously,” said Matt. He described one night when the power went out in their hotel and the students still managed to write, some using headlamps and others typing their thoughts onto their phones.

At first, Andy wasn’t sure if he’d connect with the other students in the group. But by the end of the trip they were tightly knit by their shared experience. In a journal entry, Jackson Barber ’18 wrote, “We’ve all become friends in a way that I do not think would have been possible in Williamstown.” When spring semester started up again, the group regularly met up just to hang out. They even made a group chat. “It’s definitely one of the best experiences I’ve had in my life,” said Andy, “not just because it taught me more about myself but because it gave me the opportunity to meet these other people.”

This course is not your typical Winter Study course, but maybe it should be. “It’s a kind of education experience we just can’t have during regular semesters,” said White. It’s experiential, allowing students to deeply engage in something outside their normal lives while providing a needed service. They learn things about themselves along the way. Andy, for example, learned that his future likely involves service. Jackson learned that even if you have very little in common with someone you can always find a way to connect. Every student gets something different out of the Nicaragua trip, but all of them come back changed.

Read more student reflections regarding experiences with this course (PHIL 25) on page 2-13.

Urban Education Adventure

by Tracy Finnegan (CLiA)

"It makes the world feel smaller in a reassuring way, and it's invigorating to make those human connections. During a time of great uncertainty in this country, I'm so genuinely grateful I was able to work toward impacting positive change." -- Luke Davis '19

Students in SPEC 28: Class of 1959 Teach New York learn about the front-line challenges of urban public education by diving into work in a New York City school. Housed at the West Side YMCA, they spend most weekdays in January observing, teaching, tutoring and mentoring in their choice of more than 20 elementary or high school placements. Mentored by an in-school supervisor, students also attend weekly discussion dinners featuring guest speakers, keep a journal and write a five page reflection paper.



In January 2017, seven of the thirteen participating students were placed at three schools that have been reliable and long-time collaborators with the program: East Side Community High School, Immaculate Conception School and Dream Charter School. The other six students served in three schools new to the program: Achievement First Charter School, (high school), Brooklyn Jesuit Prep, (middle school) and Yorkville East Middle School, (public). All but one of the schools serve primarily inner-city, at-risk youth, with the exception of Yorkville East Middle School, which has a 50/50 mix of middle and lower class kids.

Yorkville was selected because of an ongoing relationship with Williams alum and Math for America graduate, Corey Levin '08, who teaches sixth grade math at the school. Fortunately, this year Williams senior, Si Young Mah requested to work in a middle school math class and Corey's 6th grade math class was a perfect match! Both Corey and Si Young were delighted by their partnership. In his evaluation of Si Young, Corey wrote, *"Si Young may be the best intern yet! She is super smart, helpful, and naturally gifted at working with kids."* Si Young reported, *"After watching Corey plan and lead the first two classes he let me be lead teacher for the last class. It was the very first time I stood in front of a whole classroom and led a full-length class. The whole endeavor was definitely nerve wrecking.... It was also amazing to have Corey there, because I knew that if I make a mistake or get stuck he would be able to step in. Immediately after the class, Corey gave me feedback on how I did and pointed out things that could have been done better."*

Williams sophomore Luke Davis and junior Spencer Lee-Rey roomed together at the YMCA and traveled roundtrip to Brooklyn Jesuit Prep daily. They both loved their experience. For Luke, *"All in all, my time at BJP was a blast. It was difficult work, but it was so worth it. It's always really special to be embraced into a new community, especially one very different from your own experience... I will always remember the friends I made at BJP, and be rooting for them when they come to my mind."* Spencer Lee-Rey's impact shines through in his description of his last day at the school: *"Today was our last day at BJP and I am going to miss it a lot. Coming full circle, Luke and I had to wake up at 6:15 am again because we had to attend the last morning assembly of our time there. When we got there, they clapped for us and presented us with our very own BJP shirt, a green polo that all of the students wear. At recess, a bunch of my dance students made me teach*

them the next part of the step when they realized we would not be able to get through the whole thing by the end of the day (they've really improved and it's awesome to see). During study hall, they asked as many questions as possible, so much so that I do not think I even sat down once. Some of the 6th grade boys even asked when I would be coming back and when I said I was going back to school they told me to become a counselor for them for the upcoming summer. Finally, when Luke and I were getting ready to leave one of the 6th grade girls named Havana gave us two cards. The first card was addressed to both of us and was signed by the entire 6th grade class. In the card, they thanked us for all the time that we put in and all of the help we gave them and begged us to at least visit sometime soon." -- Spencer Lee-Rey '18



Junior Emma York found her experience rewarding, as well: *"At Achievement First University Prep I finally felt my intense desire to impact the lives of students afflicted by an ineffective urban educational environment converge with an encouraging setting and insightful administrators and fellow educators whose expertise allowed me to act upon those desires in ways which were not only intrinsically rewarding but also externally impactful."*

As in past years, working with six very different schools provided meaningful weekly dinner conversations. The 2017 discussions were especially robust. There was a fair amount of discussion around the U.S. Education Secretary nomination. Students heatedly debated the pros and cons of charter versus public school funding and metrics. They also shared their experiences and concerns regarding the immediate and long-term future of American education. Williams alum Claire Shin, President of Achievement First University Prep, led one of the dinner discussions. Her years of experience and exceptional knowledge enabled her to lead the heated discussions with grace and wisdom. Other guest speakers, Dream Charter School Principal, Eve Colavito and her husband, Jeremy Abarno, an education consultant and former school principal, shared their experiences, explaining how their formative years shaped their mutual desire to become educators. They also shared effective teaching strategies and troubleshooting techniques.



Junior Anna Kim shared how she was challenged by the program: *"It is one thing to learn about teaching and another to teach. That always haunts me as one aspiring to be an educator. I've always felt cocooned in the walls of classrooms where I was the student casually theorizing and critiquing educational models and teaching practices from a safe distance... But at East Side Community High School, there was only time for the present, for the here and now of teaching real-time. My experience began with a thrust into a totally foreign community where, for three weeks of uncomfortable silences, awkward introductions, intriguing cultural norms, and jarring realities of teaching, I confronted my biggest fear: putting theories into practice."*

Indeed, the Class of 1959 TeachNYC experience challenges the best and the brightest students to put their classroom learning to the test by doing the work, taking risks, thinking critically and ultimately emerging with richer questions and a deeper understanding of what teaching and learning is all about!

On the Front Lines of Climate Change in Eleuthera

by Jane Tekin '19



I had the opportunity to spend Winter Study 2017 in Eleuthera, Bahamas, with Professor Sarah Gardner. She has taught Winter Study classes in Eleuthera (ENVI 25) more than ten times, taking small groups of carefully selected students to study the real-life impacts of climate change. Our class partnered with One Eleuthera, a community based organization on the island that works with medical care, social services, job creation, and food security.

The course was important to me in many ways. On campus, I often feel disconnected from the things I care about most – studying these issues isn't always enough, especially with a pressing issue like climate change. Being on Eleuthera brought the immediacy of this issue to light – there was no hiding from the life-altering impacts of sea level rise and other forms of environmental degradation.



There is a quote I often think of, from the Van Jones lecture I attended months ago: "It takes everyone to save everyone." Our class made Jones' words come to life: Eight students from a range of majors spent two weeks on the island surveying Eleutherans about their climate change awareness. We asked islanders whether they'd observed changes in temperature, sea level, flooding, and fishing and agriculture. What I think surprised most of my classmates, including myself, was how aware Eleutherans were about the reality of the changing climate. Most were more than willing to talk with us, too – which was shocking, considering the cultural and environmental destruction the tourism industry has wreaked upon the Bahamas.



Tourism is what the Bahamian government presents to the world, but there's almost no tourist industry in mainland Eleuthera. The main way people survive is through farming, fishing, and small businesses. One woman we interviewed works for a cruise line company, dressing up in "native" garb for the supposed cultural enrichment of vacationers. She told us, however, that she doesn't mind the cultural appropriation because she's just glad to be able to make some money to support her family.

In the "purple bubble," we have the privilege to bury our heads in our books and learn about issues that don't necessarily affect us firsthand. One Eleutheran we interviewed said that he *can't* worry about the effects of climate change, because he has to think about surviving each day. At Williams, it often seems we have the opposite mindset, which puts us at risk of minimizing the severity of present issues for the sake of a future that is no longer a guarantee.

-reprinted from CES Notes 2017

The Personal Impact of Immersive Learning

An interview with Williams-Mystic alumna Shanti Hossain

Shanti Hossain '19 attended Williams-Mystic for the Fall 2016 semester, during her sophomore year. One year later, as a junior pursuing a double major in Computer Science and English, she reflects on her semester at Williams-Mystic and the impact it has had on her time at Williams.

What drew you to Williams-Mystic in the first place?

I wasn't considering attending Williams-Mystic at all until my freshman spring, the semester before I actually attended. On the first day of the semester, there was an informational meeting with Tom Van Winkle, the Executive Director, and several alumni from the program, and I decided to pop in. I wasn't seriously considering the program, because I didn't think I was the 'type' of student to do Mystic. I was pretty sure I wasn't going to major in anything like Biology or Environmental Science, and while I appreciated the ocean and its importance, I wasn't obsessed with it or wanting to study

it for the rest of my life. But when the alumni of the program started talking, I realized that a lot of them were just like me. A lot of them didn't have any particular reason for wanting to dive into studying the ocean, but they loved the program anyway--because, like all Williams students, we just love to learn, and Williams-Mystic really celebrates learning in all its forms.



What surprised you about the program when you got there?

The admissions directors of Williams-Mystic often said that the hardest part about recruiting for Williams-Mystic is trying to describe the program in one sentence, and I think that's absolutely true. If you think about it just as "the Maritime Studies program" or "the program where you live on a boat," then you're really failing to capture so much of what the program is. You could just as easily describe it as "Interdisciplinary Studies 101," or "Learning to Live in a

Community," or "Primary-Research Bootcamp," or "Proof that Domestic Study Away Can be Just as Eye-Opening as Study Abroad," and all of those descriptions would capture some crucial part of the Williams-Mystic experience.

How has Williams-Mystic changed the way you think about your studies?

I've always been interested in interdisciplinary studies; I think most of us at Williams chose to go to a liberal arts college because we're passionate about so many different things. Part of the Williams academic ethos is taking classes across the divisions, making connections across your classes. But it's somewhat up to you to craft a program of study that pushes you out of your comfort zone and

allows for those cross-discipline connections. Williams-Mystic basically says: what if we all stopped for a semester to focus on studying one thing, the ocean as a case study, and learn what it means to experience it from every possible perspective? The program is crafted so that you're constantly making connections, constantly relating one subject to another. The professors plan their lessons so that it happens. Our campus is a museum, so we're constantly surrounded by our subject material. I've learned how important interdisciplinary learning is to me, and now that I know what true commitment to it looks like, I'm pursuing that as much as I can for the rest of my time at Williams.

How did your classmates' perspectives change your experience?

One of my favorite parts of the program was the community-living aspect of Williams-Mystic because it gave me the opportunity to learn so much from my classmates. Academically, we do so much throughout the semester that it's absolutely impossible for you to excel at everything. And as a result, you're constantly bringing out the best in one another. Maybe someone's great in one class or another, but then someone else brings a constant supply of energy to your skills class, or is that one person who's really, really good at entertaining everyone on long car trips, or teaching housemates to cook. Because residential life, extracurricular life and travel life are just as important as academic life, it moves the focus from competing academically to growing as people, together.



What about Williams-Mystic do you think will stick with you a decade from now?



My experiences on the field seminars--the trips across the country we took with our professors--will stay with me for a long time. It was just an incredible experience to sit as a group in one spot, maybe on the banks of the Mississippi River in Louisiana, or overlooking the Golden Gate Bridge in San Francisco, and have that one spot inspire a lecture from our history professor about a historical event that happened there, then having our English professor read and analyze a poem inspired by it, and then have our policy professor talk about the different maritime laws that

impacted who used this space, and how. It showed me just how many perspectives there are around every single place and event and opinion, and it showed me how valuable--and exciting--it is to learn about as many of those perspectives as you can.

Experiencing Japanese Cultural History through Modern Craftsmanship

By Professor Kasumi Yamamoto

Kyoto, the former imperial capital of Japan has 1200 years of history. It is called Japan's cultural treasure house and thrives on its ancient heritage in architecture, gardens, religion, performing and culinary arts and craftsmanship. Yet Kyoto's appearances can be deceiving. At a glance, its



traditional architecture, sacred shrines, and temples are absent as they are tucked away behind tall buildings and busy commercial storefronts. In Kyoto, you will find a monumental temple designated as a UNESCO World Heritage site under the shadow of ultramodern high-rise buildings. There is an enigmatic quality to the city with this juxtaposition of old and new. This unresolved tension between tradition and modernization can be Kyoto's fascination.

Students in Winter Study travel course, JAPN 25: Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship, had the opportunity to experience the cultural history of Kyoto and how traditional craftsmanship has been perpetuated and transformed in the modern era as the city of Kyoto has developed. Eight students participated in this intensive experiential course. They visited Kyoto artisans at their studios, conducted interviews and participated in their work.

Their goals were to (a) arrive at their own conclusions about what it means to sustain tradition while pursuing modernization and innovation and (b) to share their accounts with the artisans and the local community.

The first week of the course was conducted on campus. Students intensively studied the cultural history of Kyoto through readings, films and discussion. They also conducted research in pairs on selected areas of Kyoto craftsmanship to acquire in-depth knowledge. Each pair was then responsible to educate the entire group in preparation for the onsite visits in Japan.

During the second and third weeks of the course, the class traveled to Kyoto. Upon arrival, students were immediately exposed to the city of Kyoto and each day was packed with exploratory activities. In preparation for the artisan studio visits, students studied more about the history and traditions of Buddhism, the tea ceremony and Noh Theater with two local scholars. Three lectures were arranged and followed by several site-visits escorted by the scholars. These activities helped students to understand more about the context of how craftsmanship developed.



Professor Ludvik of Stanford Japan Center lectured on Daitokuji Zen temple and zen culture, which is deeply related to the tea ceremony. Her lecture was followed by a lunch at a shojin ryori restaurant. There, students enjoyed traditional vegetarian Buddhist cuisine. Prof. Ludvik also guided the class to the Daitokuji zen temple compounds, where we visited moss-covered gardens as well as rock gardens and saw fusuma-e, paintings on sliding doors, some of which were designated as national treasures. Prof. Ludvik also provided a lecture on Nehan (Nirvana) painting, on a separate occasion. We visited the National Museum to see a special exhibition of vegetable Nehan painting by Jakuchu Ito, a renowned painter in the Edo era.



Professor Pellechia of Ritsumeikan University lectured on Noh Theater. He provided in-depth information about the history and the style of the theater. Students also studied the storylines and political and theatrical significance of a play called *Hakurakuten* with Prof. Pellechia. One afternoon, students visited a traditional Noh theater to see a four-hour Noh performance, where *Hakurakuten* was a focal piece.

In total, we visited seven artisan studios where students engaged in relevant work: Buddhist sculpture, sacred mirror making, Nishijin Textile Company, textile pattern planning, textile dying,



tea mastery, and Noh performance. Learning about the history and observing and participating in craft making were of course extremely interesting, but students were especially drawn to artisans' personal stories, their philosophies, accomplishments, struggles, and love and pride in

their craftsmanship. The Buddhist sculptor, Mr. Miyamoto was a young artist in his thirties, a former fashion designer who recently became independent as a Buddhist sculptor. The story of how he became a Buddhist sculptor from a fashion designer and how his training in western fashion influenced his sculptures was especially intriguing. Mirror maker, Mr. Yamamoto was also a young artist, who inherited the family business and tradition as the fourth generation of the family. He was trying to produce modern art pieces with techniques established in the hundreds of years of tradition. Tatsumura textile is more than 100 years old and is famous for its art brocade. What was most fascinating to us was their research and efforts in restoration of traditional old textiles. Because of this effort, all the related craftsmanship such as carpentry of looms and dyeing could be also sustained. We met the Okamoto brothers, two elderly dyers whose family has been in the dyeing business for five generations. Unfortunately, their business is about to close because they do not have successors.

The tea ceremony was a full day of exploration organized by a young tea master, Mr. Amae, who is Japanese but spent most of his formative years overseas. He was trained in a traditional urasenke tea school, but is trying to integrate his own philosophy to tea in his teahouse. We started early in the morning by gathering spring water from a Shinto shrine and carried it quite a distance to his tea house. Students were engaged in cleaning the house and heating the spring water in the charcoal well. All the rituals had an effect of Zen meditation and got students ready for the tranquility and serenity of the tea ceremony. Students were impressed by the dedication and deep commitment to the tea ceremony of this young tea master, who is only a few years older than them. Mr. Udaka was the son of a famous Noh performer and mask maker and was a famed young performer himself. Students were fascinated to learn how receptive and explosive movement was used in Noh performance, how masks could express emotions by tilting and changing the angle of presentation and how masks and costumes were arranged to create characters.



Our interviews were very productive and went very well because students initiated them, each team leading the conversation with their assigned artisan. Students enjoyed the hands-on experiences the most. At the mirror maker's shop, students designed a mold, welding molten metal and polishing it to create a charm. At the textile company, they each sat at a loom and wove a small piece of textile. It has been said that Kyoto is a very closed society to outsiders, but artisans were overwhelmingly generous to open up their studios for our students and spent hours in candid conversation with them. It was indeed a gratifying and humbling experience.

Our last two days in Kyoto were devoted to preparation of final presentations. Each student pair summarized their findings and reflections in a twenty-minute power-point presentation. During

the preparation, we took a short break to reflect on the intense two weeks. We visited Taikoan temple, a sub-temple of Tofukuji, a famous Rinzai-zen temple in southeastern Kyoto and participated in Zen meditation under the guidance of Zen priest, Mr. Isobe. This was a special experience for all.



Approximately forty people came to listen to the students' final presentations in Kyoto. Despite busy schedules, four artisans and Prof. Pellechia participated in the event. There were local artisans, media, academics in local universities, Japanese instructors and Japanese language students of study abroad programs in Kyoto. Two other Williams students who were studying away in Kyoto and two Williams alumni also came. Because of the time constraints, we could not spend much time for the post-presentation discussion. However, in the very relaxed atmosphere of the closing dinner, students and artisans exchanged their thoughts and engaged in lively conversation. Our students who studied Japanese in our program facilitated the communication with the Japanese guests. Both students and artisans overcame their language barriers and bonded well with one another.

Developing humane connections is one of the great benefits that experiential learning can offer students. It was clear from the encounters with people in Kyoto, that the experiences etched strong impressions on our student participants.



Kyoto is steeped in hundreds of years of history and the ancient tradition and culture is still alive and practiced as a daily routine in this modern era. For all of us, it was a marvelous and eye-opening experience to be able to experience Kyoto at such a deep level and make personal connections to the extent that ordinary tourists can never achieve. We maximized the potential of our two-week stay in Kyoto. Students became very comfortable with the city within a couple of days after our arrival

and explored it on their own, as well. They were very cooperative and caring with each other, and worked very well as a group. After returning to the campus, students presented their powerpoint presentations to the campus community. Some of their reflections upon their return underscore the value of this immersive learning adventure:

"I'd initially wanted to go on this trip to immerse myself in a different environment and culture, to learn about art forms, to think about tradition and modernity, to deepen my connection with Zen Buddhism, and to have a rejuvenating experience after an exhausting first semester. This trip definitely provided me with all of those experiences and did so in a way that exceeded my expectations. It wasn't as if each day I checked an intention off of a mental checklist and moved onto the next goal; rather, the experiences that I sought – the personal, the intellectual, and the emotional – were completely connected and intertwined in ways that I hadn't expected. Each day was intellectually, personally, and emotionally fulfilling, and although our itinerary was quite full and we had some long days, I felt energized and restored rather than drained."

"Going on this trip made me feel closer to my love of Japanese history and culture because I'm seeing with my own eyes, and hearing with my own ears how the past is continuing into a present that pushes these arts into more obscure corners of Japanese society."

"It's now been almost a week since we left Kyoto and if I had to choose 5 words to describe how I feel after leaving, it would be something like this (in no particular order): Enlightened, Connected, Spiritual, Refreshed, and Relieved. "

"I have learned so much during this time, both on an academic level and a personal level. At the same time, I think I have built various relationships that I will treasure for the rest of my life."



The students' daily journals, research results and reflections can be viewed on the course website, <http://sites.williams.edu/17w-japn-025-kyoto/>. The course, which will be run again in January 2018, is also featured in Kyoto Crafts magazine, visible at: https://www.kougeimagazine.com/crafts_now/170303_othermonomo1/

EXPERIENTIAL LEARNING AT WILLIAMS



CURRICULAR EXPERIENTIAL EDUCATION

Courses with an experiential learning component provide students with guided opportunities to encounter first-hand the issues they read and study about. These require them to apply academic learning to non-academic settings and challenge them to use their experiences in those settings to think more critically about what they are studying.

At Williams, experiential pedagogies are not viewed as ends in themselves. They are, like tutorials, powerful teaching tools used to deepen and broaden student learning. Faculty select from the variety of experiential learning methodologies¹ the tools they deem most suited to the learning goals of their courses. In turn, our students, hungry to learn and hungry to use what they learn, get the chance to test ideas and concepts through their fieldwork, relating theory to practice.

We encourage our students to think of their community service and other co-curricular experiences as informal learning opportunities which can prepare them for curricular learning. This approach can be represented by a continuum, shown above, arraying experiential opportunities from those involving no formal academic analysis to those in which academic analysis is of primary importance. Analysis is here understood as making sense of experience in light of academic theory. Beyond specially designed courses, our faculty welcome students developing their community service and work interests into curricular fieldwork, whether as a retooling of an existing assignment or an independent study.

We describe here some of the eighty-nine 2016-17 course offerings which involved some form of experiential learning². Many are notable for their engagement in community work; others for their creativity. CLiA provided some form of support (staffing, strategic, logistical and/or financial) to those starred. We also provided support for another five courses not listed here or in the Spotlight section³.

¹ See Appendix A for key elements of experiential pedagogy and a glossary of the forms of experiential pedagogy.

² See Appendix B for the complete list.

³ AMST 101, ARTH 15, ARTH 319, ENGL 149, SPEC 21.

EXAMPLES OF SEMESTER COURSES

***AFR 323 Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora**

Rashida K. Braggs (Africana Studies, American Studies, Comparative Literature)

This course explores how the graphic novel has been an effective, provocative and at times controversial medium for representing racialized histories. Drawing on graphic novels such as Jeremy Love's *Bayou* and Ho Che Anderson's *King: A Comic Biography*, this course illustrates and critiques multiple ways the graphic novel commingles word and image to create more sensorial access into ethnic traumas, challenges and interventions in critical moments of resistance throughout history. Students practiced analyzing graphic novels and comic strips, with the help of critical essays, reviews, film and a field trip to New York City; the chosen texts centered on Africana cultures, prompting students to consider how the graphic novel may act as a useful alternate history for marginalized peoples. During the course, students kept a journal with images, themes and reflections and used Comic Life software and ipads to create their own graphic short stories based on historical and/or autobiographical narratives.

CLiA helped fund a last-minute trip to see *Nat Turner in Jerusalem*. Syllabi had been printed, classes had already begun and belatedly Dr. Braggs learned of the play. She believed it would be an amazing opportunity for students to see how the confessions of Nat Turner were turned into a script and then staged. CLiA's help, especially with securing a driver on short notice, made the trip happen. All the hard work was worth it, as students really appreciated going to New York City for the day to see the off-Broadway production. For a handful of students, it was either the first time they'd been to the Big Apple or the first time they'd seen a major production. They had much to say about the 2-man show and the ways acting and the setting brought the text to life. The theatrical production offered another intriguing example of the marriage of word and image that the students were learning to analyze and create in this course on graphic novels.

***AFR 440 Performing Blackness**

Rashida Braggs (Africana Studies, American Studies, Comparative Literature)

In modern parlance and scholarship, blackness is understood not as a biological but rather a socially constructed phenomenon. This course extends common perceptions by working from the foundational concept that blackness is not only social construction but also performance and lived experience. Using the lens of performance on racial identity foregrounds the active and shifting nature of race in contrast to the potentially passive, static connotation of construction. But what is this term performance that is now so widely used as to be an anathema?

In this course, we explored performance broadly as entertainment, representation, social function, and lived experience. By the end of the course, students analyzed multiple performance types from theatrical and dance performance to performance of race in everyday life. They also studied and practiced at least four core black performance studies methodologies: oral interpretation of literature, ethnography, written performance analysis, and embodied performance (i.e. movement, music and/or theatre). In this way, students began to understand performance as both subject matter and method. The course was structured around discussions,

written responses, performance exercises and field trips that helped students analyze and practice each methodology. At the end of the semester, students developed final creative research projects that articulated key theories of black performance studies and drew on at least one of the featured performance methodologies. Students were not required to have prior performance experience.

With the support of CLiA and Africana Studies, students in this course journeyed to Boston to see *Topdog/Underdog*, a Pulitzer-prize winning play by Suzan Lori-Parks. Reading the play, critical reviews of it, and seeing it live, gave students a multi-faceted look at this work. Several students had learned so much from the course about analysis and different performance choices that they



critiqued the "magical" staging of this version, offering other ideas. The trip to and from the Huntington Theatre also enriched the class as students talked and bonded; they even devised the beginnings of their final collective performance on the ride back home.

ANTH 232 Town and Gown: Investigating the Relationship of College and Community

David Edwards (Anthropology and Sociology) and Christopher Marcisz

Williams College and the surrounding communities of northern Berkshire County have been tied together for centuries, in ways generally amicable and mutually beneficial, but occasionally fractious and challenged. This course investigates various aspects of that bond, through the comparative lens of ethnographic and journalistic research. We consider several issues and moments in "town-gown" relations through different eras in order to contextualize and compare the relationship — including the evolving social and economic effects of colleges on their communities, the role of social factors like alcohol policies and athletics on the town-gown relationship, and how the increasing corporatization of academic institutions has changed the nature of collaboration and decision-making between town government and college administration.

Beyond the details of this shared history, town-gown relations present a rich case study for considering different approaches to research, analysis, and writing. Over the course of the

semester, we learn about and experiment with different methods of research and writing, including interviewing, working in archives, and conducting ethnographic participant-observation. We also spend considerable time discussing strategies for writing compelling and informative nonfiction prose, and each student conducts several small research projects on themes provided by the instructors, along with a larger research project of his or her own devising related to town-gown relations. Topics investigated in recent years have included the College's efforts in the wake of Hurricane Sandy to provide affordable housing and decision-making related to the development of the '62 Center for Performing Arts and the new Williams Inn.

ANTH 322 Trash

Joel Lee (Anthropology and Sociology)

What is waste? What is filth? Why do titles or categories of sanitation workers--"garbage man," for instance--bear such charged social and sometimes moral significance in many societies? In this seminar we critically examine the production of waste and its role in the production of value, meaning, hierarchy, and the environment. Readings are of three types. First, we consider theoretical inquiries into the relations between filth and culture. Second, we examine studies of the political and environmental consequences of systems of waste management historically and in the present, with a focus on South Asia and the United States. Third, we read ethnographies of sanitation labor and social hierarchy with the same regional focus - work on Dhaka and Delhi, Chicago and New York. There is also a fieldwork component to this class. In groups, students conduct ethnographic micro-studies of elements of the systems of waste production and management in Berkshire County (e.g., cafeterias, retail outlets, homes, dorms, recycling facilities, sewage treatment plants). Students post field notes to a class blog, and each group presents its findings in the form of a short film, multimedia presentation, or paper.

***COMP 291 Humor in Classical Arabic Literature**

Kirsten Beck (Arabic Studies)

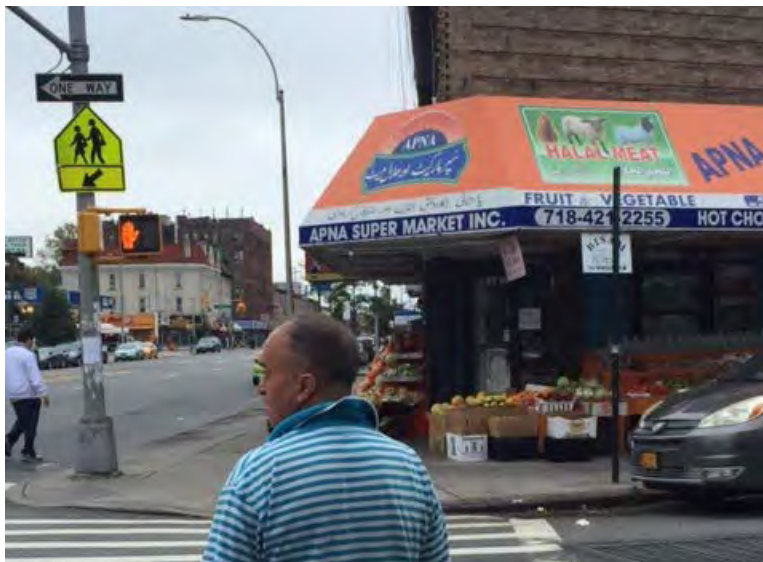


Party-crashers, misers, fools, and so-called ignoramuses inspired *littérateurs* in medieval Arabo-Islamic society to compose various texts that detail the antisocial habits and roguish behaviors of such figures. These *littérateurs* employed humor and satire in these texts that depict a pluralistic, egalitarian society antithetical to prevailing contemporary depictions of "medieval Islam" and compel us to rethink the image of the uptight Muslim and the discourse of civilizational clash. This course was devoted to a close reading of a selection of humorous classical Arabic texts that treat such figures. Students were challenged to consider how stories of these figures might be received, their effect on the audience, and their possible

functions in a cosmopolitan society that placed a premium on hospitality and generosity. The course featured an opportunity to experience some of the dynamics under study first-hand

through a field trip to the Arab-American Comedy Festival at the Gotham Comedy Club in New York City.

"On the New York trip, I was exposed to so many different things I would have never experienced on campus. I studied the signs on the street, ate delicious foods (with flavors and spices I had never tried before) and learned so much about Arab and Arab American culture. It was also a great opportunity to bond with Ustaaza Kirsten, other faculty members, Arabic students, and the Arabic TAs. It reminded me why I took Arabic in the first place; to learn about completely different worlds I had never been exposed to growing up in North Carolina." -- Valeria Sosa Garnica '19



***HIST 371 Oral History: Theory, Methods and Practice** **Anne Valk (History and CLiA)**

In this experientially-based course, students learned from the experiences and insights of former and current residents of North Adams. They conducted oral history interviews that will be added to an archive available through the College's Special Collections Library. As part of learning about the field, the class traveled to New York to attend a regional oral history



conference. They also produced an audio podcast, *The North Adams I Know*, and presented it to a large audience in May. The podcast will be housed online and available for other students who want to know more about the region, past and present. In addition to teaching oral history and creating a collection of interviews that can be used in future research, the class introduced students to the local community and prompted them to consider the relationship between the College and North Adams.

Participants assessed the course very favorably:

- *"I've never taken a class like this, with such an experiential aspect to it...I loved this class."*
- *"The final project was super fun."*
- *"My favorite class – I think my methods genuinely improved and I feel confident in my practical/methodological understandings of oral history."*

MAST 352 Americans and the Maritime Environment

Glenn Gordinier (Williams-Mystic Maritime Studies Program)

This course examines the impact of the maritime environment (both saltwater and fresh) on human affairs from the age of European expansion to the opening decades of the 21st century. Taught using the collections of Mystic Seaport Museum and on several distant field seminars, *Americans and the Maritime Environment* examines in situ such things as race, gender, revolution and mankind's changing relationship with the world's oceans. Readings in primary sources and secondary works on the social, economic and technological implications of maritime activities culminate in an original research paper.

MATH 377 Operations Research

Steven Miller (Mathematics and Statistics)

In most math classes you're given exact problems and told to find exact solutions. The real world is far more complicated. Frequently we cannot exactly solve problems; moreover, the problems we try to solve are themselves merely approximations to the world! In this course we developed techniques to approximate not just solutions, but even the statement of the problems.

Theoretical topics ranged from Linear Programming (which is used in numerous ways, from devising optimal schedules to optimally packing spheres) to Fixed Point Theorems (the key ingredient in proving Nash Equilibria exist) to Fair Division Algorithms. The material is applied in a variety of settings such as efficient schedules for tournaments with strange judging requirements, large math outreach lecture series, after school enrichment activities, and daily classes at a nearby high school. This past fall, the featured community fieldwork involved a joint project between Lever (a business incubator in North Adams) and the Berkshire Medical Center. Our students performed statistical analysis on enormous data sets to identify interventions that would minimize re-admittance rates. The project was a great success, with the students taking second place in a business competition, continuing their work after the semester ended. To date, this has led to a mobile app to be used by doctors, and a thesis project where one of the students is investigating applications of machine learning to improve the outcomes.

***PHLH 402 Senior Seminar in Public Health**

Amie Hane (Psychology)



This course is designed to provide senior concentrators the opportunity to delve into the public health literature. Students read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health, including topics in the social determinants of health, environmental health risks, and access to health care. Students also are divided into three or four

research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty.

PSYC 352 Clinical and Community Psychology **Catherine Stroud (Psychology)**

This course provides an overview of theory, methods, and professional issues in the fields of clinical and community psychology (and related fields). In addition to academic work (primary source readings and class discussions), students are encouraged to apply their experiences in academic psychology to field settings, and to use their fieldwork experience to critically evaluate theory and research. The course includes a supervised field-work placement arranged by the instructor in a local mental health or social service agency.

***REL 234 Religion and Migration** **Lloyd Barba (Latino/a Studies and Religion)**

This course is concerned with the ways in which migrants groups have altered the religious landscape of the U.S. and how they innovatively reproduce practices from their places of origin. Crossing into the U.S. from the eastern seaboard, the Pacific Rim, and the southern border with Mexico, migrants bring their new ways of creating sacred space and negotiated religious life. We seek to understand the multifaceted relationships between religion and migration. How have migrants negotiated the role of religion in their private and public lives? What have been the social consequences pertaining to gender, praxis, respectability? The course takes into account earlier iterations of migration from the nineteenth century but case studies in this course draw heavily from the third wave of American immigration, characterized by twentieth-century "internal migrations" of African Americans, Latinas/os, Native Americans, and rural dwellers into the urban environment. We conclude by examining the ways in which forces of modern globalization have changed the nature of religious diversity in the U.S.

In this Exploring Diversity Initiative (EDI) course, we extensively compare migrant cultures as we interrogate power and privilege pertaining to race and religion. The cultural production of these migrant groups that we examine offers students an empathetic understanding of diverse cultures and their form of belonging. In the Fall 2016 run of this course, students deepened and refined their comparative analysis through a New York City field trip which featured visits to Ellis Island and the National Museum of the American Indian.

***SOC 244 What They Saw in America** **James Nolan (Anthropology and Sociology)**

This course traces the travels and writings of four important observers of the United States: Alexis de Tocqueville, Max Weber, G.K. Chesterton, and Sayyid Qutb. The course considers their respective journeys: Where did they go? With whom did they talk? What did they see? The historical scope and varying national origins of the observers provide a unique and useful outsider's view of America, one that sheds light on persisting qualities of American national character and gives insight into the nature and substance of international attitudes toward the United States over time. The course analyzes the common themes found in the visitors' respective writings about America and pays particular attention to their insights on religion, democracy, agrarianism, capitalism, and race.

This course is part of Williams College's engagement with the Berkshire County Jail and House of Corrections (BCHOC) and is held at the jail. It follows the Inside-Out Program model and is composed equally of nine Williams students and nine inmates with a major goal of encouraging students from different backgrounds to think together about issues of common human concern. The program, begun in 2013 with a course taught by Professor Christian Thorne was initiated by Gaudino Scholar Magnus Bernhardsson as part of the "Danger Initiative." It continues now under the guidance of a faculty advisory team (Professors Keith McPartland, Thorne and Nolan) with staff and financial support from the Center for Learning in Action. Information on the correlated tutoring program for inmates and those recently released can be found in the Positive Pathways Partnership (P3) section of this compendium.

WGSS 202 Introduction to Sexuality Studies

Gregory Mitchell (Women's, Gender & Sexuality Studies and Anthropology and Sociology)

This course offers an introduction to the burgeoning interdisciplinary field of sexuality studies in part through examining historical, legal, literary, filmic, cultural studies, sociological, and popular texts, as well as work done under the umbrella of queer theory. It explores the role of race, class, religion, science, region, and nation in the construction of modern gender and sexual identities and in the lived experiences of dissident genders and sexualities. We examine a range of issues, including histories and strategies of resistance; transgender and intersex theory and activism; critiques of the white racial hegemony of lesbian and gay studies; the consequences of gay marriage; the politics of AIDS and its theoretical implications; globalization and sexuality; the rise of queer visibility and its relation to commodity culture; and recent conceptualizations of homonormativity. The goal of the course is not to achieve any kind of political or intellectual consensus, but to have rigorous debate over some of the key issues in queer studies.



There are two experiential learning components in this course- a prison pen pal program and a podcast assignment. The pen pal program connects students with LGBT prison inmates. The students select pen pals from a database provided by

Black and Pink, an NGO co-chaired by a Williams alumnus, Johannes Wilson. We also do readings about incarceration and policing of LGBT people, especially transgender women of color, and we contrast this with media representations such as *Orange Is the New Black*. Students compare what they read and watch with what they learn from their private correspondence in order to synthesize the multi-faceted realities of incarceration.



EXAMPLES OF WINTER STUDY COURSES

AFR 24 Touring Black Religion in the “New” South

James Manigault-Bryant (Chair, Africana Studies)

Rhon Manigault-Bryant (Africana Studies & Associate Dean of the Faculty)

“Touring Black Religion in the ‘New’ South” is a winter study travel course rooted in experiential learning that utilizes Florida’s gulf coast as the backdrop for exploring the diverse manifestations of modern black religious expression. Because of its distinct geography, political structures, populations, and economy, Florida has historically been characterized as a “new South” with distinctive cultural expressions. With this history in mind, this course addresses four critical questions: (1) What is black religion?; (2) What are the distinctive aspects of southern expressions of black Protestant religion?; (3) How do black communities see themselves in relation to broader social concerns? and (4) How, if at all, is black religious expression in Florida unique?

In January 2017, we traveled to Florida’s west coast and visited three different church communities to understand black Protestant religion as currently expressed in the ‘New’ South: This included “The Life Center Church,” a megachurch outside of Orlando; Old Landmark Cathedral Church of God in Christ, a Pentecostal-Holiness church in St. Petersburg; and Bryant Chapel Christian Methodist Episcopal Church, a small mainstream denominational church in Tallevast. As participant-observers we took part in worship services and interviewed local residents about the role their churches played in their respective communities, with an eye toward how that role (or roles) has shifted over time. In addition to learning about black religion along the western coast of Florida through participant observation, we visited and toured local historical sites significant to black religious experience. Students were not required to have had previous experience in conducting ethnographic research or any religious affiliation.



Some highlights from our trip include:

- 1) our visit to Eatonville, the home of Zora Neale Hurston, where we were given a tour of Eatonville by the Mayor’s Office, and met with Mayor Eddie Cole and the author of Zora! Zora Neale Hurston: A Woman and Her Community, N. Y. Nathiri;
- 2) our trip to Disneyworld where we considered the broad effects of capitalism and “disneyization” (the process by which theme parks come to shape cultural spaces) on Florida’s African American religious communities;
- 3) our visit with Professor Gwendolyn Zoharah Simmons, a professor of African American Studies at the University of Florida, about Black faith and activism in Florida;
- 4) our course session with Professor Uzi Baram of New College of Florida about his archeology projects of Black communities in Manatee and Sarasota Counties;
- 5) our attendance at the screening of “Passage to St. Augustine,” and dinner with its writer and director, Clennon King;
- 6) our visit to the [Family Heritage House Museum](#), an African American gallery and resource center housed at State College of Florida;
- 7) having our class featured in Tempo News Magazine, a local African American newspaper.

***BIOL 11 BioEYES: Teaching 3rd Grade about Zebrafish**
Sites: Lanesborough Elementary and Williamstown Elementary
Instructors: Renee Schiek (CLiA), Martha Marvin (Neuroscience Lecturer)

BioEYES brings tropical fish to 3rd grade classrooms in local elementary schools through a week-long hands-on science workshop. Under the guidance of Williams student instructors, elementary school students breed fish in the classroom and then study their development and



pigmentation for the rest of the week. Students in this course adapt BioEYES lesson plans to the science curriculum for the schools they visit, work with classroom teachers to introduce concepts in genetics and development, guide the 3rd grade students in their lab work, and finally assess elementary student learning. No zebrafish experience is necessary.

During the first week of Winter Study, students are taught how to set up fish matings, learn about embryonic development and the genetics of fish pigmentation, and practice teach the 3rd grade BioEYES lesson plans. In subsequent weeks, students work in the schools, analyze assessment data, and write papers on the goals and outcomes of the workshops. Data from BioEYES classrooms in Berkshire County is used in a larger research project run by UPenn's BioEYES partnership.

***ECON 22 Volunteer Income Tax Assistance (VITA)**
William Gentry (Economics) and Paula Consolini (CLiA)

This course examines the U.S. individual income tax, with a particular focus on how it affects low-income families. Students complete an IRS volunteer training course, and become certified volunteer income tax preparers. At the end of the term, students use their newly acquired expertise to help individuals and families in Berkshire County prepare and file their tax returns. Class meetings involve a mix of discussion of assigned readings, exercises and meetings with community leaders that help them develop tax preparation skills and a deeper understanding of poverty, both nationally and locally. Assignments outside of class include short readings (on tax policy, the challenges of living in poverty in the U.S., and related public policies); successful

completion of online IRS VITA training; and participation as a volunteer tax preparer for approximately six hours during the final week of winter study. The volunteer tax preparation sessions take place in the North Adams offices of the Berkshire Community Action Council.



ENVI 25 The Frontlines of Climate Change: Planning for Climate Change on Eleuthera

Sarah Gardner (Center for Environmental Studies)

This class functions as a research team working in collaboration with local NGO, One Eleuthera. In collaboration with a co-teacher from the Yale Program on Climate Change Communication, and with guidance from Caribsave and the Alliance of Small Island States, and involvement of the Cape Eleuthera Institute, the class assessed climate vulnerabilities in South Eleuthera, began vulnerability mapping of essential services and infrastructure that would be affected by flooding, assessed other specific areas of vulnerability, and began to develop a plan to reduce risks from flooding and storms. Another element of the work included interviewing residents about their climate awareness and developing culturally appropriate educational materials to communicate about climate impacts. These are highly sensitive issues that require utmost tact because their land as well as their entire culture, is at stake. A third project was researching local tools for climate adaptation at the household and community level to increase resiliency to storms and disasters. This included household-level approaches such as rainwater collection, home solar electricity generation, and home food production from gardens, poultry and livestock. Students worked in small teams on these projects, and the work was combined into a draft climate adaptation plan framework.

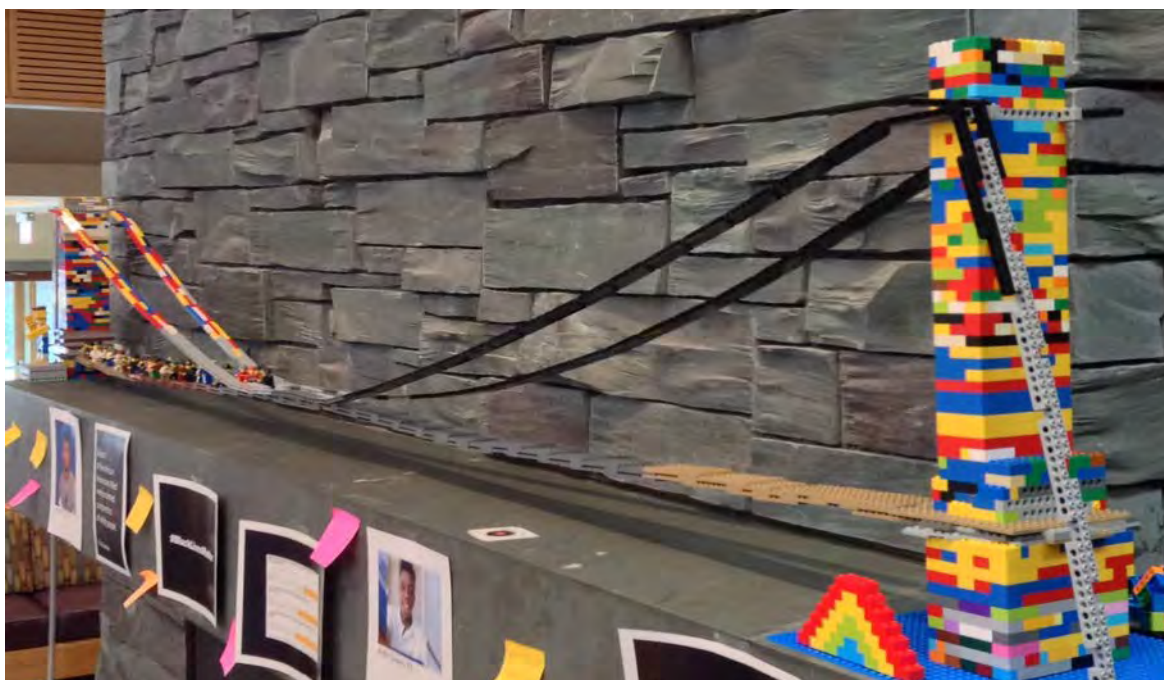
***MATH 12 The Mathematics of LEGO Bricks**

Steven J. Miller (Mathematics and Statistics)

Since their introduction in 1949, LEGO bricks have challenged and entertained millions; their penetration into modern culture and society is amazing, with approximately as many mini-figures produced as there are people alive! In this course we explore some of the connections between LEGO bricks, mathematics and popular culture. Simple counting problems such as how many ways are there to stack six 4x2 bricks lead to a variety of interesting and



challenging questions, from difficulties in efficient coding to determining what classifies as a different structure. (For example, mirror images are not always equivalent, as the mirror image of a compound can have wildly different properties.) The course has a community outreach component, where we go to elementary schools and engage the students in creative play and



involve them in the major course project. The two most often 'final' events are a fast build and a suspension bridge. For the fast build, the goal is to construct, from an unopened box, the 3152 piece SuperStar Destroyer in under 10 minutes (we failed in the first year, but gained valuable perspectives and then we succeeded in the second; see <https://www.youtube.com/watch?v=IpSjAYVZFbs&feature=youtu.be> for a great time lapse video). To succeed it is necessary for the students to learn how to delegate tasks and motivate workers; we have one bag captain for each of the 7 bags, as well as individuals whose jobs are to find ways to efficiently sort pieces to planning the layout of the tables to facilitate construction. In the 2017 iteration of this course, we invited the community to join us in building a LEGO

suspension bridge as part of the college's MLK Day festivities. We were inspired by the famed Edmund Pettus Bridge in Selma, Alabama, known for its role in the Civil Rights movement. We try to build as long a bridge as possible using just Lego bricks, and involving as many members of the community as we can!

PHIL 25 Eye Care and Culture in Nicaragua

Alan White (Philosophy), Elise Harb (UC Berkeley School of Optometry) & Laura Smalarz (Psychology)

Under the guidance of a team of faculty, students receive training in the provision of very basic eye care (e.g., prescribing and fitting reading glasses) and then travel as a team to the rural east coast of Nicaragua, setting up temporary clinics and helping train local people in basic eye care provision. Readings and a lecture on the cultural, social, political and economic conditions of the region are completed in advance.

During the first week, students learn both the content and context for the work they will be doing. They read about and discuss Nicaragua's history and current political situation with help from Williams faculty experts including Political Science Professor Jim Mahon and former Williams Athletic Director Bob Peck, who first taught this course fourteen years ago. UC Berkeley Professor of Optometry Elise Harb trains the students in basic eye care and how to give eye examinations. The group then flies to Nicaragua and spends about eleven days traveling to different communities in the Atlantic Coast region, where the need is greatest, administering eye examinations and distributing donated glasses to people who have no other access to corrective eyewear. During the stay in Nicaragua, each student keeps a journal with daily entries.



"Ultimately, this winter study course gave me the opportunity to learn from a community similar to that of my parents. As a daughter of two Mexican immigrants -who sought economic mobility in the US-- I felt especially connected to those individuals we were helping in Nicaragua. I realized how economic inequalities experienced within countries, especially that of developing countries, made access to health care and services challenging and a financial burden to many. The whole experience made me reflect a lot on the experiences of my parents and the struggles in their home country." -- Marianna Rodriguez '19

"Going to Nicaragua for Winter Study was honestly one of my most-cherished memories at Williams. Spending time working with and making new friends, both from Williams and from the local communities we visited, was an amazing experience. And it was truly meaningful to be able to learn how to give eye exams and actually help people who were struggling to read! At the same time, often what I remember most are the people we could not help, such as those who had cataracts or needed a specific prescription we could not offer. I came back with a renewed sense of gratitude for the things I take for granted at home and school- things like reliable electricity, hot water, wifi, and good plumbing. " -- Haelynn Gim '19

PHYS 13 Electronics

Catherine Kealhofer (Physics) and Jason Mativi (Bronfman Science Center)

Electronic circuits and instruments are indispensable parts of modern laboratory work throughout the sciences. This course covers the basics of analog circuits, including transistors and operational amplifiers, and introduces digital circuits and the Arduino, a microcontroller. Class meets four afternoons a week for a mixture of lab and lecture, providing ample opportunity for hands-on experience. Students build and test a variety of circuits chosen to illustrate the kinds of electronic devices and design problems a scientist is apt to encounter. In the last week, students design and build their own final project, or write a 10-page paper.

***PSCI 21 Fieldwork in Public Affairs and Private Non-Profits**

Nicole Mellow (Political Science), Paula Consolini (CLiA)

This course encourages students to relate academic concepts to political realities by working in a government or nonprofit organization or with a project or initiative in the United States or abroad. Placement options include town government offices, state or federal administrative offices such as environmental agencies or housing authorities, interest groups that lobby government (such as the ACLU or Natural Resources Defense Council), think tanks, service providers (such as homeless shelters, food banks or Habitat for Humanity), education and grassroots, activist or community development organizations. The instructors and members of the Political Science and Political Economy faculty help students find placements, if necessary.

Forty students participated in the 2017 run of this course in wide ranging work across the globe. Among the many challenging experiences, students taught primary school in Ghana and the Dominican Republic, worked on biodiversity in Mexico, helped refugees in Thailand, supported women's empowerment in Calcutta and helping abandoned and orphaned children in Pakistan. Others dove into legal work and health care for the homeless in LA, engaged in theatre work in Brooklyn, environmental work in Oregon or LGBT advocacy in southern California. Closer to home, students worked on community economic development, benchmarking research for a local refugee resettlement initiative, a public service announcement for an area non-profit and early stage research for a community-building campus dance performance project.



Some of the students' fieldwork for this course involved video and editing training and the creation of public service announcements. After shadowing and studying the work of her host agency, the Berkshire Community Action Council (BCAC), Serapia Kim '19, created a public service announcement from video interviews with those helped by the agency: *"I worked to tell the story of BCAC from the perspective of the people it helped... The goal was to highlight the lives of the people, such as seniors and single-parents, who are often forgotten or ignored by the community and the media, and the ways that BCAC supported*

their livelihoods. I learned that the act of giving them a platform to share their stories and gratitude can empower them and make them feel like they belong in the community. I also acquired the technical videography and editing skills necessary to tell this story in a compelling way." BCAC is using Serapia's video to teach the community- those who need help and those who could help -

about the valuable work they are doing. Serapia's 3-minute video can be seen on the Center for Learning in Action at Williams College YouTube channel at <https://youtu.be/-Q5JeHsxcwk>.

For their fieldwork, Mie Mizutani '17, Allison Holle '17, Sara Hetherington '19 and Summiya Najam '20, guided by CLiA Administrative Coordinator Colin Ovitsky, researched challenges and best practices of refugee resettlement in northeast communities. In addition to their consulting report, the team created a video trailer viewable at <https://youtu.be/vzdljd54Ax4>. Their work has been used by the new student refugee advocacy group, No Lost Generation- Williams College (NLG), in the development of some of its community outreach work.

***PSCI 22 Learning Intervention for Teens (LIFT)**

Cheryl Shanks (Political Science) Pittsfield Police Chief Michael Wynn '93

Student Coordinators: Audrey Thomas '17 and Marissa Shapiro '18

This course pairs energetic Williams students with adolescents involved in the Juvenile Court System of Berkshire County. Judges can assign teens to this alternative sentencing program--this is certified as an official Commonwealth of Massachusetts probation program-- their absence from or misbehavior in schools has been a central feature of their delinquency. The goal of this program is to give these teens the experience that learning can be fun, can center on topics that matter to them, and can be empowering. If the teens see school as something other than a form of incarceration, they will be motivated to stay there and to succeed. Each Williams student helps a teen investigate, develop a report on, and present their conclusions about a topic of the teen's choosing. In the past these have ranged from Michael Jordan v. Kobe Bryant: who is the best all-time shooting guard? to the Distinctions among Ghosts, Poltergeists, Shades and Spirits, to the causes of teen methamphetamine use, and more than once have featured those frogs that squirt blood from their eyes. The course ends with a presentation in which each adolescent/Williams student pair formally presents its work via PowerPoint to an audience that includes the Berkshire County Juvenile Court judges and probation officers, city chiefs of police, County District Attorney and assistant DAs, the teens' peers and families, Williams faculty and community members. Williams students gain experience serving in an official capacity, learn to teach and motivate challenging teens, and gain insight into the causes of and solutions to the incidence of juvenile crime. Williams students are expected to read relevant training materials, meet with their teens three times a week, give a final presentation, and keep a weekly journal detailing their meetings.

PHLH 23 Gaudino Fellowship: Immersive Engagement and Reflection

Lois Banta (Biology, Gaudino Scholar)

This course provides a group of 2-4 students the opportunity to engage in a collaborative fieldwork project focused on direct encounter with otherness. The Gaudino Fund offers Fellowships for a group of 2 to 4 students domestic or foreign collaborative project. Student teams are required to organize their proposed projects around two main components: direct encounter with otherness and self-reflection. Projects are evaluated on whether they subject the students to "uncomfortable learning", i.e. having an experience that challenges and perhaps alters one's view of what it is to live a good life and the group's commitment to incorporate separate home stays for each fellow as part of their project, either joint or separate work/engagement internships, and a structure to facilitate collaborative action and learning. The team selected is guided and overseen by the Gaudino Scholar who helps assure successful arrangements and conduct appropriate preparatory discussions and follow-up sessions to

optimize and help students articulate lessons learned from the overall experience. The intent of the program is to open the student to an understanding (of both the familiar and unfamiliar), and to a development of empathy, that could not be achieved without the fellowship experience. Although this course is housed in Public Health, projects are not limited to any particular discipline. Each student is expected to write a short (3-4 page) self-reflection before leaving for the WSP, keep a journal of their experience, and write an 8-10 page paper by the end of the Winter Study period reflecting on their experience and what has changed in their perceptions and beliefs from their opening essay. They also give a brief presentation to the Board about their experience at the Gaudino Board's spring meeting in April. Individual students receive up to \$2500 of financial support from the Gaudino Fund, following Financial Aid rules.

In 2017, Gaudino Fellow Juliet Kelso '18 went to Berlin to examine the ways that people who work with refugees describe and represent the refugee experience. She volunteered and observed day-to-day interactions in multiple organizations including an emergency shelter, an open-art workshop and a neighborhood donation center. She also conducted interviews, visited exhibits and attended community information sessions. Juliet reported that her experiences *"inspired me, taught me, and challenged my expectations."*

For more information about the 2016-17 experiential learning activities and events sponsored by the Gaudino Scholar including the Human Library, Collisions Virtual Reality and the "Just One Life" Retreat, go to the Gaudino Fund website at: <https://gaudino.williams.edu/about-the-fund/>

RUSS 26 Williams in Georgia

Baktygul Aliev

In this unique Williams program in the Republic of Georgia, students engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at *The Georgian Times*, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. They visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city.

***SPEC 19 Medical Apprenticeship**

Barbara Fuller (Career Center)

Firsthand experience is a critical component of the decision to enter the health professions. Through this apprenticeship, students can clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Apprenticeships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student will observe some aspect of medicine for the better part of the day, five days per week. In recent years, students have shadowed physicians, veterinarians, dentists, nurses, and public health experts.

***SPEC 24 Community Development Health Service Project in Liberia**

Scott Lewis (Physical Education, Outing Club)



(Photo by Monique Jacques of the New York Times)

Led by Peace Corps alum Scott Lewis, this course focuses on health care and education as students work at the Ganta Leprosy and TB Rehab Center in rural Liberia helping serve people afflicted with leprosy and tuberculosis. Students participate in daily life, helping out at the health care clinic, working on the village farm and in the local school. They also explore the close historical ties between Liberia and the US, as well as examine the positive and negative effects of NGO's and USAID on community development.

In 2017, the second run of this powerful experiential course, students work focused primarily on health care at the rehab center. Students received two class lectures on Leprosy and TB from the visiting head physician, participated in wound care, lab work, and helping to rebuild wheelchairs and manufacture special shoes at the cobbler work building. Other learning experiences included getting to know and spending time with Scott Lewis' Liberian family when he was a Peace Corps volunteer during the early eighties.



"At Ganta Rehab I worked in the wound care unit, here we tended to wounds due to leprosy or buruli ulcers. The



patients, of all ages, stood silent and stoic regardless of the pain we unintentionally inflicted to properly clean their wounds. Outside of the clinic they chatted with us happily, grateful for the work we were doing and despite all the misfortunes they faced they remained cheerful and positive. " -- Eva Orzoco '19

"My time in Liberia has strengthened my passion for public health. It has also allowed me to pivot on what I think my role in public health will be in any country. " -- Kai Cash '19

"At one point during the trip, Scott said, 'Wow, you guys are really getting the full Liberian experience- two years of Peace Corps in two weeks!' And surprisingly this was true; in two weeks time, we had managed to participate in the full spectrum of Liberian lifestyles. We interacted with teachers, doctors, nurse assistants, a politician, nuns, villagers, children, farmers, and CDE alumni. Through the meals we shared, the roads we travelled, the places we visited, and the conversations we exchanged, we were able to get a glimpse of their lives and of the culture of Liberia." -- Nina Min '19

EXTRACURRICULAR EXPERIENTIAL LEARNING

Williams offers wide ranging opportunities for students to learn while applying their creative energy and talents in the service of others. Options abound in education, government and some of the many nonprofit organizations in the communities surrounding Williams. CLiA and other offices and student groups run programs and projects involving over forty partner organizations in our region. We also connect students to initiatives run by other organizations. In addition, CLiA monitors community conditions and stakeholders in all our constituencies, scouting for and sometimes helping build new and enhanced initiatives. We take the elements of good pedagogy and use them throughout our work- offering additional guidance to improve student learning and effectiveness. In short, we help our students learn by doing good in any of a dozen areas of potential interest¹.

Well over half of the 2016-17 extra-curricular opportunities run by CLiA involved teaching, tutoring or mentoring in local educational institutions. We and our colleagues in other campus departments and offices also offered opportunities in many other areas, including food insecurity, other anti-poverty work, community and economic development, and public health. In addition, many student groups engage in some form of community work in our region. In what follows, we first share efforts directed by our staff and some other departments and offices followed by the work led by students. We also list our community partners, and, finally, in Appendix C, the names of student participants in the many programs.

WILLIAMS ELEMENTARY OUTREACH (WEO)

Director: Jennifer Swoap (CLiA)

CLiA's dedicated part-time elementary outreach staff help Williams students engage in teaching, tutoring, and mentoring in and for students in five local elementary schools in north Berkshire: Williamstown Elementary, Brayton Elementary, Greylock Elementary, Colegrove Elementary, and Lanesborough Elementary.

WEO operates a dozen programs and pilots in partnership with these and other schools, other campus departments, and non-profits. In 2016-2017, over 300 Williams students engaged in some capacity -- academic credit, paid or volunteer -- in local schools, serving more than 1,000 elementary students. These opportunities provided our students the chance to deepen and grow their understanding of frontline public education



¹ Our action areas include: Activism, Arts & Culture, At-Risk Youth, Community and Economic Development, Education, Health & Wellness, History, Government & Politics, International Development, Media and Technology, Religion & Spirituality, Science & Environment and Social Services.

challenges while exploring their interests in education and serving the learning needs of local children, many of them disadvantaged. As the perspectives we share here show, along the way they picked up valuable skills and the appreciation and respect of their hosts!

TEACH TO LEARN INITIATIVE

Williams Co-Principal Investigator: Jennifer Swoap (CLiA), Coordinator: Molly Polk (CLiA), Administrator: Lindley Wells (CLiA)

The Teach to Learn (T2L) initiative, a partnership between Williams College, MCLA, and North Adams Public Schools (NAPS) was designed in early 2014 to impact the science learning experiences of undergraduate students by engaging them in the experience of developing and implementing science curricula in K-7 classrooms in the North Adams Public School District. The initiative was awarded a 4-year \$810,876 National Science Foundation grant in September 2014. The principle focus of the grant has been to gain new knowledge about the possible impact of the T2L program on the undergraduates, the school teachers and their elementary students. Overall objectives are to increase participant's understanding of the nature of science; undergraduates' ability to explain science concepts to a general audience; self-efficacy of all participants; the number of courses taken by education and other non-science majors/intended majors; and the completion of science majors for declared and intended majors. Multiple surveys are being gathered from undergraduates, elementary students, and teachers on specific research questions about the nature of scientific inquiry and science pedagogy.



T2L is implemented by MCLA and Williams sending pairs of undergraduates to the three North Adams elementary schools, Colegrove, Brayton, and Greylock during the academic year to team up with a classroom teacher to teach hands-on science curricula. Undergraduates and classroom teacher teams together attend an orientation and one professional development training each semester. Trainings to date have focused on effective science teaching and learning and included topics on scientific argument, science journaling, and scientific modeling.

With funding from the NSF grant, the T2L team has been employing six undergraduate interns to develop new hands-on science curriculum that aligns with the state science standards. These curriculum developers work alongside classroom teachers under the guidance of two North Adams Public School staff, the Administrator for Teaching and Learning and the Science Coordinator.

"My knowledge of science has become more interconnected with my knowledge of other disciplines of education (math, English, etc.) and has increased in importance after seeing the science lessons in the classroom." -- Science Fellow

"I used to have a hard time talking about science with younger kids because I didn't know how to put the information in a way they could understand it, without getting confused. I learned how to do this by participating in T2L."

-- Science Fellow

"T2L has changed my understanding of how science is taught. [It] provides children with opportunities to discover science concepts themselves as opposed to presenting them." -- Teacher

SCIENCE FELLOWS in North Adams Public Schools

Coordinator: Molly Polk (CLiA)

As Science Fellows, Williams students work in a paid position teaching weekly hands-on science lessons with a Williams student partner at Brayton and Greylock Elementary schools in North Adams. 2016-2017 was year three of a four-year \$810,876 NSF-funded grant, Teach to Learn (T2L), which partners Williams, MCLA, and North Adams Public Schools. Students participated in related NSF funded T2L activities,



including professional development and project research and evaluation. The primary responsibility of Science Fellows is a weekly 1.5 hour teaching block that they prepare and lead using T2L curriculum in collaboration with classroom teachers. In 2016-2017, 26 Williams students taught science to 220 elementary students.

"It was really helpful to have (my partner) and me in the same classroom with the same students for a full year in (T2L). I know it's not always doable but I think it worked really well because we got to know the kids a lot better and they felt more comfortable around us, just as we felt more comfortable around them." -- Katie Flaherty '18

"Science Fellows bring new energy to our class. They have different ways of presenting the lessons. I like the dedicated time frame so we can get much accomplished in a lesson."

-- Elizabeth Patenaude, Grade 1 teacher

SCIENCE FELLOWS at Williamstown Elementary

Coordinator: Tracy Baker-White (CLiA)

The current Science Fellows Program started over twenty years ago under the auspices of a Howard Hughes Medical Institute grant for science education in communities. The program is

now fully supported by Williams College in the Center for Learning in Action. Science learning through this program crosses over all the grades, but is intensively provided at K, 1st and 2nd grade levels, where Williams College Science Fellows and a CLIA staff member teach science



lessons on a weekly basis. Science lessons are delivered according to a curriculum consistent with the state standards for learning in science. Additional support is provided for grades 3-6 through purchasing of special materials for activities and assistance in teaching lessons. In 2016-2017, 18 Williams students worked 332 hours teaching 331 science lessons to over 150 elementary students.

"It allowed me to develop patience and learn how to develop good relationships with the students so that they have full confidence in me as I teach and help

them." -- John Velez '20

"I learned teaching methods and ways to interact with kids." -- David Gorestki '20

"It opened my eyes to how a first grade classroom works, and how depending on the age group ... teachers must adapt their method of explanation... I learned about what concepts are appropriate for first graders and that different kids learn at different paces depending on the concept."
-- Kayley McGonagle '18

CLASSROOM HELP at Williamstown Elementary

Coordinators: Geraldine Shen (CLiA), Amy Rosten '17, and Clara Beery '18

Classroom Help provides teachers with an assistant who can work with students or help with general planning activities in the classroom. They may work with students on an individual and/or small group basis, and occasionally teach lessons for the whole class. Classroom Helpers also assist the teachers with administrative tasks such as grading papers or organizing materials. Classroom Helpers are an additional adult with whom the elementary school students can form a bond, which can help with managing classroom behavior and dealing with social emotional learning. Classroom Helpers are supervised by the individual faculty at WES, and supported by two peer Student Leaders as well as a staff member at CLiA.

In 2016-2017 there were 29 Williams students working in 21 different Williamstown Elementary School classrooms ranging from pre-school to 6th grade, and also in specialist rooms such as the Technology Laboratory and the Library.

"My Classroom Helper Julia was indispensable in my teaching my students how to read. As I ran reading groups, she would wander the room and help children who were just learning to read with the table work.

The children did not have the reading skills to complete seat work independently. Having a Classroom Helper allowed my class to make progress in reading with which it otherwise would have had a harder time.” -- Fern Murtagh, 1st Grade Teacher



“The regularity of the classroom help is what made it most effective. [My helpers] and I have a great working relationship and the whole class benefits from their weekly visits.” -- Rebecca Leonard, WES 5th Grade Teacher

“My classroom helper has been amazing. He comes to the classroom frequently, is on time, and works well with the children. He takes on any task I ask him to do with enthusiasm.”
-- Susan Langman, WES 3rd Grade Teacher

“My classroom helper was wonderful this year. He made great connections with the students and helped me keep up to date on grading. This more timely feedback on their work is a real benefit as they work to improve.” -- Sara Stricker, WES 6th grade teacher



“I realized that I definitely want to continue helping children in whatever field I decide to enter after Williams. I think it is very rewarding seeing them grow and having even a small impact on them. It reminds me of my childhood and makes me very grateful of all of the teachers I had

growing up who have inspired me to continue learning.” -- Jessica Muñoz ’19

“This year some of the best moments have been little ordinary conversations with my students (like exchanging stories about when we’ve been hurt after I walked into classroom with a sling), and that’s been really meaningful and has made me realize how much I’ve gotten to know and care about them (especially being able to talk openly with some of the kids who were more shy at first).”

-- Eleanor Johnston ’18

“I love kids and have been working with them for over 5 years and this felt like the best way to pursue that love while at Williams. I’m also really interested in teaching, and this seemed like a great way to observe teaching in a classroom and to learn from other educators.”

-- Lexi Gudaitis ’18

AFTER SCHOOL TUTORING at Williamstown Elementary

Coordinators: Tracy Baker-White (CLiA), Emma York ’19, Julia Yarak ’18, Kendall Allen ’20 and Megan Seidman ’20

The After School Tutoring Program (AST) provides homework help to 3rd-6th Williamstown Elementary students who need it at no cost. In this paid job, Williams College tutors work one on one or in small groups with children, under the supervision of a paid teacher coordinator and aide. Tutors develop a close mentoring relationship with students that fosters both academic and



personal growth. Two college student leaders coordinate the program, assisting with recruitment, scheduling, and evaluation.

The After School Tutoring program provides a unique opportunity for students to not only receive academic homework support but to develop a close one-on-one relationship with a Williams College student. In 2017, 27 Williams students tutored 31 elementary students. Over the

496 hours worked, students and tutors got to know each other both as learners and as people, blending personalities and individual interests into curriculum. Greeted each afternoon by a low-stress environment and the friendly faces of their college tutors, students were able to make meaningful, productive relationships with their work, not only learning about math and reading, but about how their subjects relates to them and their goals as individuals.

“AST, in combination with Classroom Help, has given me lots of experience that I need to go into the field of education, and both have prepared me to take on my position as an assistant teacher next year.” -- Amy Rosten ’17

“It made me review my long division! (laughs) Working with kids in general, you just need to be

really patient and get out of the rushed mindset of Williams and settle down for a second and focus on someone else's work." -- Anna Lietman '20

"It's really fun and rewarding to become part of the Williamstown community in this way; I think that's more rewarding, just being part of a community, and being a role model in a community larger than Williams is really cool. A couple of times I saw children that I had tutored outside of school, and that was cool connecting to a broader scope of people." -- Erica Gobble '20

READING BUDDIES at Williamstown Elementary

Coordinators: Geraldine Shen (CLiA), Ned Lauber '18, and Inaya Payne-Wilks '20

Reading Buddies is designed to enhance specific reading goals for elementary students in need of reading support through short exposures to phonetic games and activities conducted by Williams students. 2016-2017 marked this pilot's third year of operation. Activities are designed and developed by the Reading Specialists at the Williamstown Elementary School and address skills such as identifying phonemes and increasing fluency. Readers who need this extra help in developing skills are identified by the school's professional reading staff and pulled out of the classroom for this Tier 3 reading support. Reading Buddies ran Mondays, Tuesdays, Thursdays, and Fridays 1:00-3:00 p.m. At the beginning of the semester Williams students were trained in current reading strategies. Over the course of their two hours each week they met one on one with several children spending 15 minutes working with each child. In 2016-2017, 22 Williams students worked 773 hours providing extra (Tier 3) reading support to 49 elementary students.



"The bond was evident between many of the college and WES students- they were very happy to see each other and totally enjoyed their time together working on reading activities." -- Madeline Levy, WES Reading Specialist

"One of the kids, who initially disliked being pulled out of class, has started enjoying hanging out with the reading buddies and playing games so that he doesn't feel frustrated about his ability. He gave me a hug this past week!" -- Williams student

"I love it when I walk into the classroom and kids' faces light up. I feel like I have made a connection with them". -- Williams student

"One of my best experiences was when working with one of my students, a 2nd grader. At the start of last semester, he had a difficult time focusing and enjoying reading. One day, I let him choose a chapter book from his bag because his teacher wanted us to read a book that he chose. He didn't really want to read and kept trying to get distracted, but I successfully got him immersed in the

book. After winter break, the first thing he said to me when I saw him again was, "Do you remember we were reading Flat Stanley? I finished it and I think it is my favorite book now. It was so fun!"
-- Williams student

FIRST GRADE BUDDIES at Brayton Elementary

Coordinator: Molly Polk (CLiA)

During the 2016-2017 school year, Williams students worked at Brayton School in North Adams as First Grade Buddies (FGB), mentoring first grade students in Brayton's two first grade classes



for one hour twice weekly, on Tuesdays and Fridays, at lunch and recess. Over the course of the year, 18 Williams students shared stories and encouragement with their 30 first grade buddies in North Adams.



"The (first graders) taught me a lot about how to de-stress and enjoy playing. I think this program or programs like it that focus on emotional learning deserve to be expanded because they are integral parts of a child's development and made a clear impact in the students' lives."
-- Megan Siedman '20

"Though First Grade Buddies can be seen as the more 'fun' program,

by the end of the semester I could really feel how important and meaningful the relationships that develop between us and the students are. The students really like having us there to talk to and play with.” -- Madeline Swarr ’17

“I felt it was very important for the first graders to have someone with whom they could share goals. Also, students really do notice when someone who shares some aspect of their identity is in a position of knowledge.” -- Rebeca Rodriguez ’18

“The First Grade Buddies are great role models, and our students love talking and playing with them. The Williams students are a new set of patient and willing ears with whom the children can share their stories and experiences. I do wish FGB could extend into 2nd grade. I know it's a lot to coordinate, but I think it would be nice for the elementary students to connect with the college students into the next year. Maybe we need to look at certain days with first grade and certain days with 2nd.” -- Jackie Thomas, Grade 1 teacher

MIDDLE SCHOOL MENTORS at Greylock Elementary School

Coordinator: Molly Polk (CLiA)

During the 2016-2017 school year, twelve Williams students worked at Greylock School in North Adams as Middle School Mentors (MSM), mentoring 75 sixth and seventh grade students in four academic subject areas: English, Math, Science, and Social Studies. Mentors went to Greylock in two separate groups on Mondays and Wednesdays. Following recommendations from the 2015-2016 school year, mentors met their classroom teacher upon arriving at Greylock to check in and discuss plans for the day before students arrived. Classroom



teachers engaged the MSM in a variety of tasks, including reading to students, leading small group discussions, supporting students taking tests and writing reports, and going with students to gym and library. This year, on Wednesdays, MSM also joined students at recess.

“I definitely learned in action. I got invaluable classroom observation time, which will be really helpful in teaching

someday, and I also got a better sense of the North Adams community. I was able to work one on one with students and build relationships with them over three years, which was a truly great addition to my college experience.” On her decision to teach middle school science next year through Teach for America: “My experience with MSM and being in a science classroom specifically was a huge factor in my decision-making, and I am so grateful to have had that opportunity under my belt.” -- Zoe Harvan '17

“Ms. Ropelewski was enormously supportive of my endeavors. I (was able to) meet (my) goals, especially by talking about applying educational philosophies with the (Greylock) teachers and helping kids be more genuinely interested in their classes.” -- Anna Kim '19

“I feel (that) having students who are navigating the difficult challenges of a Williams Education (is) so valuable for our students who sometimes do not have the motivation or the role models in their lives to actively pursue their education. Every little bit of time the Williams Students spend with our students allows for positive interaction with students who are going through the challenges of getting an education themselves, and the benefits in my opinion have been plentiful.” -- John Jacobbe, Greylock teacher

HOPKINS FOREST EDUCATORS

Coordinator: Lindley Wells (CLiA)

Hopkins Forest Manager Drew Jones annually partners with CLiA to support the Hopkins Forest Educators Program. During 2016-2017 working alongside Drew, eleven Williams students developed field trip curricula for five area elementary schools and hosted 15 field trips to



Hopkins Forest serving 586 elementary students. Trips focused on the curricular topics classes covered in school including ecosystems, food webs, land history, and erosion. As a result of a large number of student applicants in the Fall, we were able to offer field trips on two mornings.

Despite the changing state standards, Drew and his educators were able to pull off countless successful trips that were not only engaging but also incorporated the state science standards and complemented the teachers curricula.



"It's really valuable getting the kids outside and engaged with the natural world. Most of them loved getting to flip over logs and go off trail looking for different creatures." -- Astrid DuBois '20

"As always, Drew and the team does a fantastic job to

be well organized and develop engaging and informative activities that continue to keep the children wanting to go back to Hopkins Forest. Sadly it's not always easy to get the students excited about being outdoors, yet the trips to Hopkins continue to do so. Thanks!" -- Lisa Tanner, Teacher, Grade 5, Brayton Elementary School

WILLIAMSTOWN RURAL LANDS FOUNDATION (WRLF) EDUCATORS

Coordinator: Lindley Wells (CLiA)



As WRLF Educators, Williams students are paid to work with WRLF to support Sheep Hill's education programs. Williams students assisted with vacation programming in both the winter and spring, provided support during field trips, and designed and ran the Woodchuck Wednesday program, an after-school nature education program using Sheep Hill's abundant natural resources and biodiversity. Over fall, winter, and spring, Williams students shared their enthusiasm and knowledge of nature with local children through activities such as hiking, sledding, baking in an outdoor oven, catching frogs in the pond, and collecting mud from the river to create clay pots. In 2016-2017, twelve Williams students and partner WRLF staff fostered love of the beautiful Berkshires for 504 local elementary children. As Sheep Hill welcomes a new



director in summer 2017, we look forward to continuing our partnership striving to connect local elementary students to the natural beauty and learning environment of Sheep Hill.

"There is nothing about this program I didn't enjoy. The kids are wonderful and Leslie is so fun! I feel like I benefitted from this program more than the kids!" -- Katie Loftus '19

"I love how the Sheep Hill trip incorporated nature AND art....and the students barely recognized that they were learning! It fit well into our seed curriculum and allowed us to see what we are learning about in 'real life'. The students loved making their own creative art projects to carry their seeds and enjoyed hiking around." -- WES Grade 1 Teacher

iTEAM at Brayton Elementary

Coordinator: Molly Polk (CLiA)

iTeam is a paid position supporting technology use in classrooms at Brayton School in North Adams. During the 2016-17 school year, 12 Williams students developed and taught lessons on coding, serving 70 middle school students. Supported by the Brayton principal, NAPS tech coordinator, grade 6/7 Math and English teachers, and the WEO NAPS coordinator, the students developed and led lessons in coding using the Scratch platform for 45 minutes twice/week. Individual Scratch accounts were created for every 6th and 7th grade student, and, in addition to teaching fundamental coding principles, the iTeam provided feedback on students' projects throughout the semester.

"This year, we were able to implement a weekly coding program for our grade 6/7 students in collaboration with students from Williams College and under the guidance of Molly Polk. This program supports our goal of developing young students who are more prepared and ready for college and career success by improving their overall understanding of technology."

-- John Franzoni, Brayton principal



"This semester in iTeam, I really enjoyed being able to give back to the wider Williams community through sharing computer science. It was really amazing to see the students develop an interest in the field of computer science, even though the field may not have seemed accessible to them beforehand. This year's iTeam was composed of an extremely diverse group of students. I loved being able to show the students that anyone can be a computer scientists regardless of your gender, race or where you come from." -- Alia Richardson '19

"I am passionate about CS (Computer Science) education, and particularly about providing access to CS for all students at an early age because I think that it is a key way to decrease gender and racial gaps in the field, by providing a level playing field for students entering college. I think our

team met a lot of the goals we set out to, particularly in that students were able to really integrate the skills we taught them throughout to design final projects with a lot less guidance from us."

-- Miranda Chaiken '19

"The (iTeam) program forced me to plan ahead, account for variability in students, and manage time adaptively. I've really enjoyed the challenge of getting students to think critically and computationally in their own lives so that they are inspired to see the learning that can be found in almost all the problems they come across, not just the desktop platform. Not every student wants to be a computer scientist and engineer, and so our evolution as an iTeam has developed into the goal of teaching thinkers rather than coders. " -- Bryan Bailey '19

BIG SIBS at Williamstown Elementary

Coordinator: Lindley Wells (CLiA)

The Big Sibs Program seeks to foster strong relationships as Williams students serve as volunteer one on one mentors with students at Williamstown Elementary. This program allows Williams students to foster meaningful connections with local elementary school students while supporting their social and emotional development. In 2016-2017, 4 Williams students volunteered 1.5-2.5 hours each week building a relationship with 4 elementary students between the ages of 5-7. As a result of the positive feedback from both teachers and Williams students we look forward to expanding this program next year.

"In my experience, having a Big Sib work in my classroom has been a blessing. The Big Sibs just seem to 'get it'; they know their role and come eagerly and enthusiastically each and every time." -- Erin Pengel, Grade 1 Teacher at WES



"My experience with Big Sibs has been great. Avery is an energetic and truly big-hearted person, and spending time with him is one of the best parts of my week. While hanging out with Avery is enjoyable, it has been particularly rewarding to build a relationship with him and to see his progress from last year to this year. The most challenging part of being a Big Sib has been achieving a balance between being a mentor and being a friend, as sometimes the two do not directly align. This balance, however, has been progressively easier to achieve as I have come to know Avery better." - Austin Wruble '17

LANESBOROUGH ELEMENTARY SCHOOL PARTNERSHIP

Coordinator: Renee Schiek (CLiA)

The Lanesborough Elementary School partnership with Williams is in its second year. Outreach activities include volunteer work and academic connections. Williams students are welcomed into classrooms and provide interactions with elementary school students through short term programs. The programs can be a one-time visit, like a Break Out Trip, a multi-day visit such as a course study, or a week-long activity like BioEYES. BioEYES has been run for two years and is a great hands-on, one week science program. Several Williams students have conducted studies with the elementary students. The strongest relationship is the field trip support to educational programming at Hopkins Forest and Williamstown Rural Lands Foundation's Sheep Hill. New ways to collaborate and expand the partnership are always being explored.



"I thought the measurement concepts study was excellent and would gladly participate again. Grade 1 students enjoyed participating in the study. The Williams students were friendly and reliable. Professor Congdon also came with the Williams students. I received communications from Rachel confirming plans and reminders of days and times when Williams students would be there. I was impressed by Rachel's professionalism and organization." -- Carol Daly, Grade 1 teacher

"The BioEYES program was excellent. The material was interesting, engaging and presented in an age-appropriate manner. It was exciting to watch the Williams students share their enthusiasm with the elementary students. The Grade 3 teachers all raved about the program and were excited about

the experience for their students." -- Barb Fisher and Anna Mello, Grade 3 teachers

ADVENTURES IN LEARNING at Williamstown Elementary

Coordinators: Cecilia Hirsch (CLiA), Melody Blass-Fisher (CLiA), Sarah Jensen '17 and Alexia Barandiaran '19

Adventures in Learning (AIL) is an after-school enrichment program run during the month of January at Williamstown Elementary School. Williams students, faculty, and staff volunteer to team teach short enrichment courses on the creative topic of their choice. The College's Winter Study period provides a prime opportunity for delving deep into a topic and developing and teaching a weekly course.

In 2017, 47 Williams students, 1 Williams faculty, 1 Williams artist-in-residence, and 1 Williams staff person taught 19 after school classes during the month of January. 149 elementary students participated, culminating in a final Open House for families. Over 350 hours were volunteered during this self-sustaining program. The return of Sarah Jensen '17 in her third year with AIL and the support of Alexia Barandiaran '19 in her first year with AIL, allowed for increased connections to the Williams student body and supported the evolution of creative ideas.

2017 classes included:

- Discover the Marimba
- Science in Cooking!
- Duct Tape Creations!
- Voyages Around the World
- Wondrous Word Play
- Adventures with Farm Animals
- Hello, Hands On!
- Having a Blast with the Past
- Super Solar System
- Voyages Around the World
- African Dance
- Latin Dance
- The Math of Lego Bricks
- Curation for Kids
- Chess Champions
- Architecture, How We Build
- Chess Anyone?
- Winter Stories and Crafts
- Out of this World



"... being a part of AIL has been such a meaningful part of my Williams experience and one that has allowed me to more fully develop and consider my enjoyment of teaching."

-- Rachel Clemens '17

"You were all incredibly helpful and I very much enjoyed planning lessons and teaching!"

"You did a great job letting us know what to expect before we got started, especially about the importance of hands on activities for the younger ones, which was so true!"

-Williams student AIL instructor



SUMMER SCIENCE LAB

Coordinators: Dave Richardson (Chemistry), Chip Lovett (Chemistry), Stephen Bechtel (CLiA), Jennifer Swoap (CLiA)

Director Stephen Bechtel ran the 2016 Summer Science Lab over two weeks - July 11-15 and July 18-22. Seventy-two elementary students experimented with a variety of substances in groups of four. Each group was guided by a college student (11 Williams and 4 MCLA undergraduates) as they investigated a variety of chemical reactions relating to solids, liquids, and gasses. Professors Chip Lovett and Dave Richardson presented chemical mysteries to the elementary students and did demonstrations to show the chemistry behind student experiments. On Thursday night of each week long session, elementary students and their families gathered for a potluck dinner, tour of the laboratory, and student hands-on demonstrations of experiments in WEGE auditorium.

"During the week, I heard some (undergraduate) interns say that they might even consider teaching after this week. So it brought some good exposure and hands on experience." -- Sarah Bellofatto, local school teacher



"I was a big fan of the way the meetings were run both before and after the day's work with the students. The instructions were clear and all of the administrators were open to answering questions." -- undergraduate assistant

"The program as a whole was very cool, it was good to see students that interested and that engaged in science at such a young age." -- undergraduate assistant

"The kids and parents enjoyed the potluck, lab tour, and presentations, and it was a good way to get the kids thinking about what they learned over the course of the week." -- undergraduate assistant

"The structure of camp with overnight and long-term mysteries was engaging for the kids and kept energy up the whole week." -- undergraduate assistant

WILLIAMS CENTER AT MT. GREYLOCK & HIGH SCHOOL OUTREACH

Director: Kaatje White (CLiA)

Williams outreach to local high schools consists primarily of programmatic work with Mt. Greylock Regional School, the public middle and high school that serves the Williamstown, Lanesborough and Hancock communities. High School outreach also supports individual Williams student initiatives and programmatic collaborations at other local high schools on a smaller scale. For example, CLiA provided feedback and transportation for the Kinetic pre-professional program at Drury High School in North Adams, and the '62 Center for Theater and Dance partners with WCMG to host Mt. Greylock and BArT for an annual dance residency with visiting artists. In addition, a collaboration with Pine Cobble, a small, local independent school, provides individual Williams students opportunities to teach, mentor and launch new initiatives.



The Williams Center (WC) at Mt. Greylock's original vision in 2008—"to maximize the academic value the College can provide the school"—continues to serve as the broad principal focus as we build and expand upon the rich educational connections that now exist between the two institutions.

During the 2016-17 academic year, more than 100 Williams students participated in some form



of outreach with Mt. Greylock students. The increasing number of engagements now includes paid Fellowships in the areas of after-school tutoring, co-curricular groups, writing, science,

language (Spanish and Chinese), music and academic student support. This past year the school also hosted Williams students working on a practicum for an environmental studies course.

Of special note from the most recent school year; a group of five Williams Computer Science (CS) students piloted an after-school coding club at Mt. Greylock dubbed **Lit.io** (Leaders in Technology). A new collaboration is emerging with the Spanish classes and Williams Spanish TAs and Williams student native speakers (this year from Argentina, Spain and Puerto Rico). Visits to campus included language immersion, Spanish conversation, and a summer Spanish program

taught by Williams students. In addition, one Williams Fellow taught beginning Spanish twice weekly at MG, and another tutored middle school students in basic vocabulary.



Five Williams students taking Williams' **Environmental Planning (ENVI 302)** completed their field study unit at Mt. Greylock by working with faculty, administrators, students, school committee members and community members to design an outdoor classroom for the new school building.

Williams student leadership continues to thrive in other co-curriculars areas such as the **after-school writing group, Tuesday evening tutoring, Model UN, and KineticTeach.**

The school-based speaker series, ***GreylockTalks*** for high school students and ***StoryTime @ MG*** for 7th-9th grade students, featured six Williams professors and four Williams students. This series is MG-student organized with support from the WC and has established a solid filming partnership with WilliNet TV.

Roughly 43 Williams faculty and staff engaged in numerous ways that include participation in class presentations, field studies, and GreylockTalks as well as serving as college essay coaches. Fifteen Mt. Greylock faculty members served as mentors for Williams Fellows, both in the classroom and as after school enrichment group advisors.

WILLIAMS FELLOWS PROGRAM AT MT. GREYLOCK

Undergraduates serve as Williams Fellows and work with Mt. Greylock students in various classrooms and subject areas including writing, academic support, history, music, and middle school math, science, and Spanish. Approximately 40 Williams students engaged with MG students in these various roles in 2016-17. Each year this number is dependent on student interest and MG faculty needs. Of particular note:

Writing Fellows & Student Support Fellows

Program Coordinator: Jessica Dils

Williams students support writing in selected middle and high school English classes through one-on-one dialogue and revision-based editing. Student Support Fellows work in academic support classrooms with high school students who benefit from extra assistance beyond the traditional classroom.

After-School Homework Help

Free after-school homework help is available for students in grades 7-9. Williams Fellows work one-on-one or in small subject groups with students on homework and study skills. This program is offered on Monday, Tuesday and Thursday afternoons from 2:30 - 4:00 pm and is coordinated by middle school special education teacher, Marty Walter.

CO-CURRICULAR GROUPS & ADDITIONAL ACADEMIC SUPPORT

These are special groups led by Williams Fellows who offer expertise and engage MG students in learning beyond the classroom on a weekly basis. Organizing and sustaining these groups is dependent on scheduling and student interest each year. 2016-17 groups included:

Drop-in and Play: Fellows were available in the school library from 4:00 - 5:00 pm for games, mentoring and additional homework support.

Ephs Out Loud: Williams music students offered weekly individual instrumental and voice lessons to beginning and intermediate MG students and coached music students in small ensemble groups as they prepared for the school winter concert.

High School Tuesday Evening Tutoring at Williams: Fellows ran weekly one-on-one or small group sessions with Mt. Greylock students on the Williams campus for subject specific assistance.

High School science study groups: Williams Fellows led study groups on the Williams campus in AP physics.

Lit.io: After-school technology/coding pilot program (see above).

Middle and High School After-School Writing: Williams students led MG students in mentor/peer-supported writing activities and projects.



Model UN: Reorganized this past year and now includes a solid membership of middle school students, thanks to the efforts of Darla Torres '18 and Audrey Lee '20.

Outing Club: Two Williams students organized informal outdoor games and explorations from 4:00 - 5:00 pm for middle school students.

FIELD STUDIES & SPECIAL ACADEMIC PROGRAMS

The Williams Center supports many “field studies” -- one-day and short-format activities at Mt. Greylock, at Williams, and beyond. Highlights of 2016-17 field studies include:



● Workshops held in collaboration with the '62 Center, wherein internationally acclaimed guest performers visit the school as part of their residencies at the college, and students attend Center Series events free of charge. This year MG students participated in workshops with H.T. Chen & Dancers and the NYC Ballet.

- **ScienceBlast:** A morning of out-of-the box, hands-on science workshops at Williams for all 11th grade students. Workshops were led by seven Williams faculty.

- **Engineering and Drafting:** MG teacher Dan Louis' class toured the Zilkha Center and learned about energy saving measures and designs.

- **Topics in Neuroscience:** Professor Noah Sandstrom visited AP Psychology.

- **ArtsBlast:** A morning of art and performance making with Williams student instructors and an afternoon of games with the Williams Outing Club.



- **GreylockTalks:** A collaboration between the Williams Center and the MG student council. This year MG hosted Williams faculty Justin Crowe, “The Fraying of the Republican Party”; Don Kjelleren, Williams career counseling; Julie Greenwood, epidemiology; Phoebe Cohen,

"Mass Extinctions"; Rhon Manigault-Bryant, "A Time for Radical Love; Reflections on Race, Gender and Difference"; Samantha Livingstone, Olympic gold medalist.

- **StoryTime @ MG:** A collaboration between the Williams Center and the MG middle school. This year the school hosted four Williams student speakers for 7th-9th grade audiences. Ann Johnston '19) shared her adventures as a full-fledged firefighter: "Learning to Run In, Not Out"; Melanie Subbiah '17 (Valedictorian) described her summer



internship working at Facebook for Mark Zuckerberg: "Internship for Facebook."; Eli Cytrynbaum '20 shared: "My Decision to Be a Net Asset to the World By Making the People Around Me Happier."; Gabby Markel '17) gave the full account of her literal run-in with a grizzly bear in her hometown: "Alaskan Animals 101."

- **Spanish Immersion:** AP Spanish students visited Williams for a morning of conversation and games with Spanish TAs and Williams students.
- **College Essay workshops** for 11th graders with Abby Conyers from the Williams admission office.
- **8th grade Constitutional debates** held at Williams.

- **8th grade three-day water study ecology lab** with Martha Marvin and other community scientists.
- **Topics in AP Physics:** Tiku Majumder and Swati Singh, Interferometry; Adam Falk, quantum mechanics and more: Jay Pasachoff, the upcoming solar eclipse.

".....One aspect of the tutoring program that impresses me is seeing the relationships between the students and tutors grow throughout the year...There were many times throughout the year that I noticed the bonds between tutor and student strengthening. I was touched this year to see a tutor quietly presenting a thoughtful gift to a student she had frequently worked with. This attitude of thoughtful generosity exemplifies an important theme of the program. The tutors were there because they want to help others. They want to connect. The students were there because they need help with homework and in the process make a connection. A perfect fit." -- Marty Walter, Middle School Afterschool Tutoring Coordinator



"It's always my pleasure to teach. I had fun at ScienceBlast. The kids seemed to like the experience and they seemed to be into it! I showed a short video about a man controlling a robot arm to replace the one cancer took from him. Then we had one student control the arm of another student. A surprising number wanted to be controlled! Before that I had them investigate how warming their muscles increases performance on a hand grip meter (turns out it's 10% or more). I was pleased that even the less academically oriented students found something exciting in the topic."

-- Martha Marvin, Williams Biology and ScienceBlast instructor

"The smiles I saw on eighth graders throughout the (ArtsBlast) day, even while challenged with



something new and out of their comfort level, speak volumes. It was a great way for us, as teachers, to interact with kids on their level while we participated in something new, too."

-- Amy Kirby, 8th grade Spanish teacher

"These diverse and unique perspectives and stories continue to broaden the virtual life experiences of the 13-15-year-olds at Mt. Greylock in an inviting and accessible way. The buzz is always lively as they settle in to listen, and the questions

fielded by our Williams guests are filled with curiosity and thoughtfulness. We hope to bring 4-6 new StoryTellers to MG next year; our collaboration with Williams' StoryBoard on campus continues to be a fruitful and positive collaboration."

-- Liza Barrett, middle school English teacher



BREAK OUT TRIPS (BOTs)

Coordinators: Colin Ovitsky (CLiA) and Megan Maher '17

Break Out Trips (BOTs) are College-sponsored ventures in which students (and sometimes, faculty and staff) provide hours of voluntary service through short-term intense work projects conducted over part of the College's spring break. BOTs offer opportunities for students to participate in experiences that are transformative both for them and for their host agencies/communities by immersing themselves in carefully planned projects in close collaboration with their hosts.



In 2017, 89 Williams students and 5 staff members participated in 10 trips ranging from right here in Berkshire County to as far away as China and Ghana (our first transatlantic and transpacific trips), contributing approximately 3,500 hours of volunteer service work. With the continued assistance of a designated and dedicated student co-coordinator (Megan Maher '17), we were able to continue refining the process, as well as cultivate a model for ongoing collaboration and sharing of overall administrative program responsibilities with students beyond the leadership roles they already assume for individual trips.



This past year's trips included:

● Berkshire Break Out Trip (B-BOT):

- Community outreach & service in Berkshire County
- **Chaplains' Interfaith Service Team:** Home building with Habitat for Humanity in Tuscaloosa, Alabama
- **Ghana ThinkTank: Strengthening Cultural & Environmental Sustainability in Detroit:** Collaborative project in urban development, art and cultural/environmental sustainability, in partnership with the Williams College Museum of Art and Moroccan artists
- **Global Medical Training:** Clinical medical work with impoverished communities in the Dominican Republic
- **Meaningful Mystic:** Environmental sustainability efforts on the New England coast, in partnership with Williams-Mystic
- **New York City Youth Outreach:** Supporting literacy outreach to low-income NYC children with medical disabilities, in collaboration with Bellevue Hospital

- **ServeUP:** Hurricane Katrina recovery work
- **Sustainable Nutrition in the Ecuadorian Amazon:** Environmental and youth education service projects in rural Ecuador
- **Teaching English in China:** Expanding opportunities for Chinese high school students through enhanced English education in rural Xianyang
- **TEED (Technology, Environment, Education & Dance) Program:** Teaching and establishing long-term mentoring relationships with primary school students in Ghana



Here are some student and host reactions to BOTs experiences:

"The work we did was fulfilling and important at the same time. In no way was it busy work, it felt like we were genuinely helping a small organization with tasks that would have taken weeks to complete with a staff of three." -- NYC participant



"I think that experience/work is a vital component of learning because work is where learning gets 'fulfilled.' I don't think that I fully 'learn' what I learn in the classroom until I challenge myself to 'work/experience' it in the real world." -- Berkshire participant

"The Williams students' created a fun and engaging environment for all of our students. They asked questions and encouraged students to participate. They created a comfortable learning environment." -- Lanesborough Elementary School teacher

"This was the first time they have come into my classroom. I didn't know what to expect. I was very happy with their ability and attitude to work with first graders!" -- Lanesborough Elementary School teacher



"I now can see how art can be important in building a community. Art doesn't only exist in museums to be preserved, but it can be used as a language to create awareness." - Detroit participant

"I thought the program had a profound impact on the community members involved and allowed us to understand more deeply the issues affecting their community. We would not have been able to engage in these deep discussions, particularly about the state of public education in Detroit, if not for this program bringing together students with youth from Detroit in this particular way, through a popular education lens." -- Detroit host/partner

"I learned so much about public health issues in Dominican Republic and had hands-on experience treating patients under close supervision of local teaching staffs." - Global Medical Training participant



"I think we learned in ways that were much different from the ways we learn at Williams. Here we learned by talking not to scholars but to people who have work experience with things like farming and teaching middle-schoolers about the environment." -- Mystic participant



"My experience teaching children from another culture was eye-opening. The children from our school were very involved in the lessons. When questions were asked they would all jump to volunteer and I found their confidence in answering very impressive." -- Ghana participant



"I definitely think our projects provided a meaningful experience to our community. The students were able to provide a tremendous amount of support to our current projects. With their assistance, we were able to perform much needed rehab

work for several homeowners. This in turn helps to make a lasting impact in neighborhoods." -- Tuscaloosa host/partner

COMMUNITY OUTREACH TRAINING PROGRAM

Coordinator: Paula Consolini (CLiA)

In this 8 week summer program students are oriented to the Berkshires and introduced to CLiA work and our community partners through (surprise!) learning by doing. Once oriented and trained in webwork, video and editing, they are tasked with improving CLiA webpages, critiquing existing programming and communication, leading community tours and community service activities for pre-frosh and working on group and individual creative projects for community organization hosts.

Four talented students -- Shanti Hossain '19, Christine Pash '18, Sam Ellison '18 and Jabari Copeland '18 -- trained with CLiA in community outreach during the summer of 2016. Together, they created a public bus service promotion, led tours of North Adams for the Summer Humanities and Social Science Program students and baked pizza with and for residents of the Turner House Veterans Center. Their individual projects included research on food insecurity work in North Adams, flyer and project development work for the Berkshire Humane Society and a public service announcement video for the Northern Berkshire YMCA.

FOOD INSECURITY

Coordinator: Tracy Finnegan (CLiA)

Food insecurity is a persistent problem in Berkshire County with over 15,000 people seeking food assistance every month. Opportunities for students to help address this problem are wide-ranging. Students can volunteer with existing community organizations and initiatives as well as develop new ones in partnership with community allies.

Ongoing opportunities include on-campus, near campus, and next-town-over volunteer work. On campus options include food recovery work with WRAPS



(Williams Recovery of All Perishable Surplus) and cooking and baking for the Take and Eat weekend meal program which serves mobility-disadvantaged community members. Students can help with food distribution work at the Williamstown Food Pantry at St. Patrick's Church on Southworth Street in Williamstown and are welcome to help (regularly or intermittently) in North Adams with meal preparation at the Berkshire Food Project or with food distribution and transport at the Interfaith Friendship Center Food Pantry.

Student groups also collected food and money for anti-hunger work while raising awareness of the problem. Notable among these efforts, Williams Homeless Outreach organized a canned food drive in the late fall and ran a basketball tournament fundraiser, Hoops for Hunger, in support of the Berkshire Food Project.

In 2016-17, in addition to the work described above, student leaders from WRAPS, Moo-Mami and other groups banded together to apply for a competitive grant and join a national campus anti-hunger consortium, The Campus Kitchen Project, coincidentally founded by Williams alum and DC Central Kitchen Executive Director Mike Curtin. Their video, viewable at <http://www.campuskitchens.org/2016/11/williams/>, earned them a \$5000 grant to be used for their food insecurity work and membership in the national consortium.



CROSSOVER ACADEMY

Coordinators: Lisa Melendy (Athletics Director), Dan Greenberg (Physical Education)

In this after school mentoring program run by the Williams Athletics Department, Williams students coach and mentor 3rd and 4th graders from Brayton and Greylock Elementary Schools every Tuesday afternoon in Lasell Gym as they learn and grow through the sport of basketball. Williams students learn to coach through the games-based approach, while developing children's skills and confidence to achieve their goals.

GIVE IT UP!

Coordinator: Colin Ovitsky (CLiA)

Give It Up! (GIU) enables students to donate their unwanted items during move-out time to local charities and nonprofits, benefiting the local community and preventing waste. The campaign takes place from the beginning of Reading Period (prior to final exams) in mid-May through



Commencement in early June, and is coordinated by CLiA. Student workers are hired to transport donated items from strategically placed storage pods diverting goods that would otherwise head to landfills.

GIU operates with financial support from the Zilkha Center for Environmental Initiatives (paying for student labor) and Facilities (paying for the storage "pods"), and logistical support from Campus Safety & Security (CSS) and the Office for Information Technology (OIT). Our community partners are the First Congregational Church (FCC) and ABC Clothing Sale (who later sell the

collected goods to benefit local charities) as well as the Williamstown Food Pantry. The donated books are sold to Water Street Books and Better World Books for resale or recycling, with sales proceeds benefitting Konyango Community-Based Organization (KCBO).

The third “win” of this reuse/recycle program benefits incoming Williams students in the early fall, when the clothing and housewares sales at the nearby First Congregational Church offer students (as well as community members) convenient access to needed items at very affordable prices.

The estimated value of goods (tag sale items, clothing and books) collected in the 2016 campaign of GIU was over \$60,000. Proceeds from the ~\$37,000 raised by the ABC Clothing Sale benefited a range of local charitable organizations, including Louison House, Elizabeth Freeman Center, the Friendship Center Food Pantry and the Williamstown Food Pantry.

Environmental impact metrics from the books resold or recycled by Better World Books between May 2016 and September 2017 report the following totals collected and saved through recycled/post-consumer fiber production:

- Over 4,500 books (~6,000 lbs)
- 72 trees
- Over 44,000 gallons of water
- Nearly 10,000 lbs of methane and greenhouse gases
- 9 cubic yards of landfill space
- Over 15,000 kWh of electricity



POSITIVE PATHWAYS PARTNERSHIP (P3)

Coordinator: Sharif Rosen (CLiA)

This partnership with the Berkshire County Sheriff's Office, begun in 2015, supports educational access for those formerly or currently incarcerated in the Berkshire County House of Correction (BCHOC). In fall 2016, when several Williams students attended an orientation and tour of the facility in Pittsfield, some were taken aback by the new environment they had been invited to tutor in. Still, they were inspired to serve by a recognition of the importance of P3's mission.

From December 2016 to April 2017, Omar Kawam '20, Diana



Sanchez '17, and Timothy Suh '18, drove weekly to the 2nd St. Reentry Office in Pittsfield where they taught a recently released individual Writing, Reading, and Math to pass his HiSET exam. (To everyone's joy, the gentleman went on to earn his high school diploma.) Under the supervision of BHoC staff, tutoring continued through the summer of 2017 in the Pittsfield correctional facility as two inmates sought to work towards their diplomas.

The tutoring initiative is poised to grow and improve even more in 2017-18 with plans to add another early evening (5:30-7pm) of tutoring to the Thursday slot. After a summer of strong recruitment to better serve the tutoring needs both in and outside the jail, Dr. Laura Muller, Williams' Director of Quantitative Skills Programs and Peer Support, will help the tutors develop tutoring syllabi and a communication system that will help them work more effectively individually and as a team.

Even as tutoring in such settings may be out of some people's comfort zone, Williams students and inmates alike are grateful for the rewarding experience. Along with the regularly taught Inside-Out Williams course, P3 strives to strengthen relations between the two institutions and offer larger number of individuals hope in the possibility of new beginnings.

PUBLIC HUMANITIES AT WILLIAMS

Director: Anne Valk (CLiA)

Drawing from art, culture, and history, the public humanities share research and creative work in order to engage, inspire, and educate public audiences. In particular, public humanities initiatives can be effective ways to build awareness and stimulate dialogue around issues of controversy and conflict. Successful public humanities projects may use oral history interviews, collaborative or community-based research, exhibition techniques, and communicate with broad audiences through writing, visual design, oral presentations, or digital displays.

At Williams, students can undertake public humanities work as a class or independent study project, a fieldwork course, an internship, or an extracurricular activity. Anne Valk, Associate Director for Public Humanities, consults with and advises students who want to work on projects independently, in a class, or in partnership with – or in the service of – an organization off-campus. In 2016-17, three Public Humanities Fellows collaborated to research the history of student activism at Williams, presenting their findings during Previews for prospective students; and designing a website.

Thanks to the work of CLiA summer outreach interns, a new section of the Center's website highlights public humanities opportunities and projects accomplished by students in the past: <https://learning-in-action.williams.edu/public-humanities/>.

PURPLE VALLEY VITA (VOLUNTEER INCOME TAX ASSISTANCE PROGRAM)

Coordinators: Paula Consolini (CLiA), Robbie Dulin '19

The now thirteen-year-old Purple Valley VITA (Volunteer Income Tax Assistance) program is both a class offered during Winter Study (ECON 22) and a spring term community service program providing local low-income taxpayers assistance filing their income tax returns. A partnership between Williams College and the north county office of the Berkshire Community

Action Council (BCAC), the program relies on a large volunteer pool of consultants, most of them Williams students who were certified through the winter study course. These volunteers are sometimes sometimes joined by other students who become certified independently.

With site administrative support from BCAC deputy director Aleta Moncecchi and BCAC staffers Rose Moore, Karen Labombard and Gracie Vincent, the consultants serve clients at the Berkshire Community Action Council offices in North Adams on Wednesdays from 4-7pm and Saturdays from 10-2pm from the end of January through early April. The program saves people hundreds of dollars in fees they would otherwise have to pay a professional tax preparer.



As VITA volunteers, students conduct a form of financial social work, developing a deep understanding of the personal financial challenges faced by many area residents while they help them sort through their tax records, obligations and options.



The program also gives Williams students a chance to see the frontline impacts of public policies they read about while making a real, material difference in the lives of people in the local community. This year, with site coordination help from VITA 2016 alum Robbie

Dulin '19, the Purple Valley VITA team assisted 146 clients in filing for over \$210,000 in Federal and State tax refunds.

SENTINELS SUMMER RESEARCH FELLOWSHIP

Coordinator: Paula Consolini (CLiA)

This competitive public policy research fellowship program awards summer funding to students for research projects focused on contemporary issues in U.S. economic or social policy, including but not limited to regulation, inequality, community and regional development, and/or processes and powers of American government. Students prepare a short proposal for the Sentinels Fellowship Committee which includes Professors Nicole Mellow, Steve Sheppard and Cathy Johnson. Students are encouraged to engage in original, action-oriented research. In addition to

a \$4400 stipend, fellowship recipients are provided a \$500 expense account to help cover field research expenses. Projects are guided by an advisor, preferably a Williams faculty member, who commits to regular oversight of the Sentinel Fellow's work through the research period.

Seven students were awarded Summer 2016 fellowships. Their research topics included worker organizing in North Adams, research on community health workers, the Flint water crisis, the School to Prison Pipeline, interfaith initiatives related to food insecurity, youth wellness programming and sustainable fisheries management. Abstracts for the projects and some full reports are available online at: <https://learning-in-action.williams.edu/opportunities/sentinels-summer-research-fellowship/>

SIXTH GRADE COLLEGE VISIT

Coordinator: Tracy Finnegan (CLiA)

In this program, sponsored by the Berkshire Compact for Education, Williams students help host 200-400 Berkshire County public and charter school 6th graders in an annual campus visit designed to encourage students to attend college.

In 2017, Williams College hosted 217 students from five area schools, who were treated to our traditional welcome address by Evelyn Mahon '18 featuring the "Top Ten Reasons for Going to College," a tour of the '62 Center for Theater & Dance, an "Amphibians of Spring" workshop featuring lizards and salamanders with Drew Jones (Manager of Hopkins Forest), a campus tour, and a special lunch at Mission and Driscoll dining halls.

TAKE AND EAT

**Coordinator: Rick Spalding (Chaplain to the College) and
Father Gary Caster (Catholic Chaplain)**

Question: what's going on when the following things happen in this sequence?

- > Father Gary Caster plops 10 or 12 bags of groceries on the counter of the Zilkha Center kitchen?
- > A handful of students put on paper hats that look like white mushrooms.
- > The glint of flashing knives can be spotted as the sun sets.
- > Every inch of counter space is covered by little aluminum trays laid side by side.

Hint: It's the first Saturday night of the month.

Answer: The Chaplains are at it again: working with a small group of students to cook about four dozen servings of some comfort food - Salisbury steak, chicken a la king, meat loaf, with mashed potatoes, veggies, a piece of fruit and home-made cookies (baked, usually, by Lehman Community Service) - and getting them ready to deliver to about 45 local senior citizens. This is the "Take and Eat" program - designed by local humanitarian Kathleen Ryan as a supplement to the weekly "Meals on Wheels" delivery program. "Meals on Wheels" cover weekday nutrition for these folks, who sign up through the local Council on the Aging; but until the invention of "Take and Eat" a few years ago, seniors had to fend for their own food needs on weekends. Now, four local faith communities take turns covering the four weekends of each month - preparing, packaging and delivering a nutritious meal to grateful clients scattered in all corners of Williamstown.



Correction: it used to be three local faith communities (St. John's, First Congregational, and the Parish of Saints Patrick and Raphael). But in fall of 2016, the Chaplains signed on as a fourth faith community - joined by Interfaith, the student organization that brings together students from many faiths and spiritual practices for discussion and service.

Going forward, the Chaplains welcome all to join them on the first Saturday of the month, 6 to 8 p.m. in the Zilkha Center kitchen preparing meals. Or - even better - people can help deliver meals the next day, Sunday morning, 11:30-12:30, and meet the appreciative neighbors we're proud to be cooking for!

THE WILLIAMS POVERTY INITIATIVE (WPI)

Director: Tara Watson (Economics)

Coordinators: Paula Consolini and Tracy Finnegan (CLiA)

The mission of the Williams Poverty Initiative (WPI) is to coordinate, organize, and strengthen efforts to learn about and address poverty both inside and outside the classroom. The initiative encourages a broad set of students to study poverty so that they are more informed and more compassionate actors in their future professional and civic endeavors, whatever those may be. It also aims to highlight the diverse curricular and co-curricular offerings related to poverty and the many efforts in the community to better understand and alleviate poverty, and to strengthen linkages between the classroom and experiential approaches to poverty. In 2016-17, WPI ran a poverty simulation for a regional medical center and hosted a north county community needs assessment forum for the Berkshire Community Action Council.



When leaders of the Bay State Medical Center heard about the Missouri Community Action Council Association (MACA) Poverty Simulation, they contacted CLiA requesting help running a simulation for their medical residents. CLiA Director Consolini, Assistant Director Finnegan and the 2016 Summer Community Outreach interns ran the simulation for approximately 30 first-

year medical residents in a Springfield, MA, hotel ballroom. The exercise was very well received. About a year later, the Bay State Medical Center Education Department has not only acquired the \$2100 kit for use in training residents, it will run the simulation in October 2017 for its Board of Directors.



Building on the prior year's Great Society Symposium, the WPI and CLiA hosted a community needs forum on February 24th 2017, organized by the Berkshire Community Action Council. Professor Watson opened the half-day session, welcoming participants and offering her perspective on the challenges facing the region and the country. BCAC Executive Director Deborah Leonczyk, then introduced a facilitator who moderated brief presentations by representatives from community organizations focused on major issues including housing, education, employment, and drug addiction. Community members in attendance, including some Williams faculty, students, and staff, raised questions and comments and then shared their perspectives and priorities through written forms distributed to the group.

STUDENT-LED COMMUNITY WORK

The intensity, range and scale of Williams students' extracurricular community work is stunning. We share brief summaries of the 2016-17 work of 30 formal student groups here. We begin with those for which CLiA provides the most significant support (strategic, administrative and/or financial). Those for which CLiA provided some form of assistance during 2016-17 are marked with an asterisk (*). Note that we may have missed some pop-up projects or early stage initiatives in this listing.

***Lehman Community Engagement (LCE)**

Lehman Community Engagement (LCE) strives to promote and facilitate Williams' students' relationships and interactions with our Berkshire community, both by providing regular opportunities for such engagement and supporting existing initiatives with similar goals. This year we've organized two Great Days of Service, several baking events, and have focused on developing student interest groups that will work with Southwest Vermont Medical Center, the Berkshire Humane Society, and Williams' new Campus Kitchen program.

***Ephs Out Loud**

Ephs Out Loud is a student-led initiative, sponsored by the Williams Music Department and the Center for Learning in Action, and designed to promote community engagement and collaboration through music. Ephs Out Loud provides opportunities for Williams students to participate in outreach programs including community-based performances and workshops, educational programs at local schools, and collaborations with Williams groups and community partners. Highlights from this year include the Family Concert, in partnership with the Berkshire Symphony and Kids 4 Harmony; I/Out Loud: Kids Make Music, an interactive musical experience during the I/O New Music Festival, and continuing workshops with the students of WES, Greylock, and Brayton elementary schools.

***Campus Kitchen Project at Williams (CKP)**

The Campus Kitchen Project at Williams is a new student group affiliated with the nationwide Campus Kitchen Project, a consortium of colleges and universities dedicated to eradicating hunger. In the 2016-17, we won one of three \$5000 grants to improve our ongoing hunger relief efforts. Our aim is for Campus Kitchen at Williams to serve as an umbrella organization for all of the great anti-hunger work which is already underway at Williams.

CKP@Williams is structured in such a way that enables student groups like WRAPS, to more effectively support community organizations, such as Louison House (presently relocated to the Flood House on Church Street in North Adams, due to a fire), The Friendship Center Food



Pantry, Mohawk Forest and BFP in their mission(s) to serve the poor and marginalized. Built into the CKP structure is its ability to understand how each community stakeholder functions as they strive to meet the needs of the community. In this way, the CKP can be a bridge or hub that links all of these entities and renders them more collaborative and effective in their unique but shared mission to serve the poor.

***Williams Recovery of All Perishable Surplus (WRAPS)**

WRAPS packages and delivers surplus food from Williams College dining halls to the communities in and around North Berkshire facing food insecurity, including Mohawk Forest Housing Community, Brayton Hill Apartments and Louison House transitional housing shelter in



North Adams. Volunteers ordinarily commit 1-2 evenings per week, and can participate in pickup, packaging and/or delivery efforts.

The WRAPS program has existed at Williams for over 10 years, originally delivering surplus food in bulk from the Williams dining halls to the Berkshire Food Project (BFP). In 2014, as BFP began sourcing more of their food from other donors, the program shifted to packaging individual frozen meals and delivering them to the Mohawk Forest and Brayton Hill low-income housing neighborhoods. This model has continued to the present and is continually evolving and improving.

In 2016-17, the group was led by Andrew Bloniarz '18 and Eleanor Lustig '18, who shared responsibility for coordinating the food pickups from the dining halls and delivery to Paresky, managing all of the packaging sessions, and coordinating all of the deliveries to the recipients at various locations in the community. They were assisted by dozens of other student volunteers, as well as some faculty and staff volunteers.

WRAPS also continued last year's innovation of including fresh produce from Wild Oats Market to add nutritional balance to the meals, which otherwise tend to be heavy on meats and starches, and short on produce. This is due both to the nature of the surplus food and the need to freeze the food prior to delivery. WRAPS now has an ongoing arrangement with Wild Oats to pick up fresh fruits and vegetables on the way to their delivery sites, which are a much-appreciated addition to the donated meals!



WRAPS continues to work closely with Dining Services and is grateful for their steady support of the program. Dining Services staff assist the WRAPS volunteers by setting aside and safely chilling the surplus food, providing the necessary food storage areas, workspace and containers necessary for operation of the program, and transporting the meals from the packaging location in Paresky to the storage freezer in Dodd House.

By the end of May 2017, the WRAPS team had delivered 2,037 meals to the community, an estimated value of \$16,296 in donated food (valued at \$8/meal) and a 45% increase over the previous year.

"Thanks so much on behalf of Mohawk Forest... it has been wonderful working with everyone. Again thanks so much for what you ALL do for so many people in our community!" -- Kathy Keeser, former Resident Service Coordinator, Mohawk Forest

***No Lost Generation - Williams College**

No Lost Generation - Williams College (NLG) was founded by Bushra Ali '17 and Jonathon Burne '17 in the fall of 2016, and is the campus chapter of a national group tasked by the United States Department of State to support those affected by the ongoing global refugee crisis and ensure that this generation of displaced youth is not lost. NLG's current focus is on supporting regional communities with ongoing refugee resettlement efforts, particularly Pittsfield, by collaborating with community members in order to raise awareness and also better understand how to support local communities most effectively.

This year, NLG organized a number of events, including film screenings and panel discussions, and collaborated with community organizations such as the First Congregational Church of Williamstown and Kneset Israel synagogue in Pittsfield. Over Winter Study, a group of students helped produce a documentary film about the experiences of resettled refugees from the 1980s in Pittsfield, which was publicly premiered in an event at the Berkshire Museum in April, has been shown to several hundred students at Pittsfield High School, and is now available online: <https://youtu.be/RvgdTXZzMl4>.

NLG also piloted a community teach-in-style presentation on the plight of refugees and process of refugee

resettlement. The presentation was first implemented on the Williams campus and then delivered to over 250 students at Pittsfield High School through a series of presentations in the high school's auditorium. The documentary film and presentation will



continue to be offered in the coming year through additional collaborations with regional schools and community partners and events.

Finally, NLG hosted a meal-swipe fundraiser with the help of Dining Services, and has set up an active fundraising account as Pittsfield prepares to welcome refugee families beginning in the fall of 2017. The group plans to continue ramping up its efforts related to advocacy, community preparedness, fundraising and direct volunteer support as the region anticipates the arrival of newly resettled refugees.

No Lost Generation - Williams College hopes to serve as a model for future collaborations between the U.S. government and university students across the country. By combining the network power of university students with the resources and expertise of the State Department, we hope to connect students with opportunities to support humanitarian efforts working to ensure a generation of refugees is not deprived of the universal right to education.

Presentation feedback from Pittsfield High School students:

- *"It helps people to better understand how many myths there are about immigration and what immigration can do for our country (positively)."*
- *"It managed to be incredibly entertaining while also being incredibly informational."*
- *"It truly shed light on how we as a community can help those in need."*
- *"Excellent presentation! Very informative and opened my mind on refugees."*
- *"My one comment is to continue this presentation and continue presenting it to the masses. People need to see why refugees are good."*

***Converging Worlds**

Converging Worlds is a multifaceted student organization committed to advocating against racism and other forms of inequity in the criminal justice system. CW brings speakers to campus, facilitates pen pal exchanges between justice-involved individuals and college students, holds book drives for donations to prison libraries, and works with the surrounding community to bring about positive change on a local level. This year we hosted several speakers and performers, including former President of the ABA Paulette Brown, Professor Joy James, Vice President of Diversity and Equity Letitia Haynes, New York Daily News' Shaun King, and spoken-word poet



Christopher Soto. We also delivered books to the Berkshire County Jail and raised funds for Read (and wrap) Or Else, an event for the Marilyn Hamilton Literacy Foundation, which supports children's literacy in Pittsfield. Lastly, we worked to build a restorative justice program at Reid Middle School this year, centered around community engagement and mentorship, a program that was ultimately approved by the Pittsfield superintendent. We plan to implement another round of this program during the 2017-18 school year.

***Alhambra Consulting Group**

The Alhambra Consulting Group is dedicated to promoting economic development in the Berkshire area. We work on solving economic and management consulting problems for local non-profits, municipal governments, businesses, and political groups. Alhambra consists of teams assembled to accomplish the management consulting process (account management, research & analytics, strategy development, and implementation) for their client's specific needs. We seek not only to improve our local community, but to broaden our liberal arts education through real-world problem solving.

***The “Assist” Program**

The “Assist” Program is a group of dedicated student athletes aiming to positively impact the lives of elementary and middle school students in the North Adams area. Through mentorship and tutoring, we help provide motivation and direction to these young students and encourage them to seek achievement beyond high school. Ultimately we hope to negate the cyclical nature of poverty in the North Adams community by inspiring students to pursue education and professional careers. Each student athlete is paired up with a student, from ages 6 to 13, in North Adams. They meet the student for one hour every week to discuss whatever is on the student’s mind, help them work through problems they’re facing, and celebrate their achievements with them. If the mentor feels that their student is in need of tutoring as well as psychological support, they may chose to allocate part of their hour to tutoring, or arrange for an additional time to meet for help with school work.

***Berkshire Doula Project**

The Berkshire Doula Project offers free support services to individuals undergoing elective or spontaneous terminations in Berkshire County. We are the second college-based doula collective in the country, and the first in a rural location. Over fifty Williams College students, staff, and members of the wider community attended our on-campus abortion doula trainings. Our successful pilot program forged connections with local providers. Currently, we have eight practicing doulas who rotate through our partner clinic. Two of our doulas will intern for us this summer in order to assess needs in the area and expand the scope of our work to other clinics in western Massachusetts as appropriate. We will continue to provide services over the summer. Outside of the clinic, the BDP fosters reproductive justice awareness, advocacy, and education. We are active in on and off-campus discussions, events, campaigns, and partnerships with organizations such as Tapestry Health and Berkshire United Way.

***Brayton Tutoring Program**

Each semester, Williams students have the opportunity to serve as tutors and mentors to K-7th grade students at the Brayton and Colegrove Afterschool Programs in North Adams. Williams volunteers work closely with teachers to improve literacy as well as inspire a general love of learning through themed programs such as “Animal Adventures,” “Fairy Tale Factory” and “Beginner Photography.” The commitment is about three hours, one afternoon per week, including travel time. The Brayton Afterschool Tutoring Program is open to all class years and is a great way to get involved in education, work with kids, and make a difference in the Berkshire community!

Circle of Women

Circle of Women at Williams is a chapter of an international non-profit, whose mission is to empower young women through education worldwide. Our most recent projects have included the construction of dormitories and classrooms at schools in Kenya and Tanzania so that female students may overcome barriers to attending school. We offer the opportunity for our peers to learn about gender-based educational disparities, and allow them to become part of the solution. In doing so, we hope to both empower our members and create connections between Williams College and the world.

***Cross-Campus Collaboration of the Berkshires (CCCoB)**

Cross-Campus Collaboration is a student-initiated group of students and staff focused on bringing together students of Williams College and MCLA, and our respective communities, in a genuine spirit of collaboration and service. We imagine this focus to naturally spill out into other avenues on campus as we build relationships with each other.

***Eph Buddies**

Eph Buddies' main goal is to reach out to and form friendships with members of our community who have mental and physical disabilities. We strive to support these individuals by providing them with additional resources and activities to create a greater sense of social belonging in our community. Over the past years, we have hosted event on campus including barbecues, arts and craft activities, bingo nights, bowling, and many more activities suited to the age and level of functioning of the participants. Much of our current work is focused on the weekly visits to the United Cerebral Palsy (UCP) center and occasional events with Berkshire Family and Individual Resources (BFAIR), which are both located in North Adams, MA.

Ephoria

Ephoria is Williams' oldest female-voiced a cappella group. Singing everything from Hall & Oates to Kanye, Ephoria performs at least twice per semester in a mid-semester and final concert. In addition to regular concerts, Ephoria performs at community events such as the Holiday Walk and Halloween at the Clark.

***Friendly Visitors**

Friendly Visitors engages the community through weekly visits to Williamstown Commons, a local nursing home and rehabilitation center. This year, students spent part of their Sundays visiting the residents engaging in activities ranging from chatting with residents one-on-one to singing holiday songs with groups of residents.

For the upcoming academic year, Friendly Visitors plans to grow engagement with the elder community by drafting more Williams students to join in conversations and personal interactions with the residents at Williamstown Commons and others in the elder community interested in expanding their social horizons. In addition to the regular Sunday visits, we will assist in some of the programmed activities at the center as well as draft Williams student performers who might be interested in performing for the residents on a rotating basis.

Girls on the Run

Girls On The Run is a national non-profit which seeks to inspire girls to be joyful, healthy, and confident using a running-based curriculum. We work with the local Williamstown chapter, volunteering once a week with a group of 3rd graders as they train to run a 5k and learn about friendship, self-esteem, and goal setting.

***Interfaith**

InterFaith is dedicated to fostering discussion and cooperation between faith communities on campus. We also provide a place for individuals to explore a diversity of perspectives and traditions in a welcoming group. Throughout the year we organize and cosponsor different types of events including formal and informal discussions, social gatherings, sustainable dinners, cultural events. We also have weekly dinners and open board meetings and engage in monthly or bi-weekly community service projects, such as the Take and Eat meals program for homebound seniors.

Jazz at Williams

Jazz at Williams is a student organization dedicated to increasing exposure of Williams students to jazz by increasing and organizing performance opportunities for students as well as sponsoring visiting jazz musicians. This past year, we brought jazz pianist Steven Feifke and his quartet for a free concert in the fall. Also, in conjunction with jazz director Kris Allen, we have helped to organize weekly jam sessions at The Log which are open to the general public. We have also facilitated student group performances for WCMA, Williams student groups WCJA and BSU, among others. We look forward to continuing to increase opportunities for engagement with jazz in the Williams community in coming years!

***Kinetic**

Kinetic strives to empower students to design and implement sustainable solutions to national and international issues by emphasizing in-depth research, innovation and collaborative problem solving. We envision a culture of boldly engaged global citizens who combine empathy, analysis, and action to create innovative solutions to prevailing problems.

1. Education Team 1: Implementation Phase

Kinetic Education founded Leading Engaging and Applying Professionalism (LEAP) a group dedicated to developing pre-professional skills and practical education training for high school students. In the fall semester, Kinetic Education compiled the first full draft of an entire curriculum into one presentable document. They fostered relationships with the Drury High School career team and piloted the first iteration of LEAP during the Spring semester at Drury with eight enrolled students. The results were promising. The curriculum has since been shared with other education administrators including those working in the Berkshire County Sheriff's Office.

2. Education Team 2: Research/Design Phase

The second education team designed and is piloting a course for high school students to be taught by Williams students during the summer of 2017.

3. Drug Epidemic: Research Phase

The Drug Epidemic team started researching the drug abuse epidemic in the Berkshire region. Their main activities consisted of poring through news reports on the rise of heroin/opioid addiction in the Berkshires, visiting regional health care clinics such as the Brien Center, and designing potential projects.

4. Mental Health: Implementation Phase

Last semester, the Mental Health team successfully implemented its Big Eph, Little Eph mentorship program which pairs first years and upperclassmen students based on academic and professional interests. The team reached out to first year students and upperclassmen alike, and ended up with close to 40 Big Eph, Little Eph pairs. Going forward, the team is looking to strengthen the support it offers both Big Ephs and Little Ephs, as well as expand the program.

5. Consent: Design Phase

The Consent Team is developing a website with activities and resources for middle school teachers. The goal of this program is to instill the tenets of sexual consent early on by teaching middle school students about issues of bodily autonomy, personal boundaries, and healthy relationships.

***Matriculate**

Matriculate is a Williams College extracurricular organization dedicated to helping low-income high-achieving high school juniors and seniors of primarily underrepresented minorities gain access to higher education through a cohesive mentoring program. Matriculate's mission is to create long-lasting mentorships that help our students get into the nation's best colleges and become leaders in their communities.

***Mohawk Forest Mentoring Program**

Williams students mentor elementary and middle school children weekly at the Mohawk Forest affordable housing community in North Adams, providing homework help, playing games, and making crafts with them. This year we took a weekend field trip to Ioka Valley Farm to pick pumpkins and we have helped support events such as scavenger hunts and community clean-ups.

***Moo-Mami**

Moo-Mami is a cooking club with two overarching goals: teach members of the community useful cooking techniques and ameliorate food insecurity. We hold culinary lessons where individuals learn and practice cooking as we foster a sense of community around food. The other element of the club will consist of repurposing dining hall food (with a Moo-Mami flair) and donating the products to food pantries as part of the Campus Kitchen project.

***Sankofa**

Sankofa is Williams College's step team, founded by students in 1996. Stepping is a percussive dance form created by black fraternities in the mid-1900s. This movement style is influenced by military drill, South African gum boot, West African dance, and hip-hop. The word Sankofa is from the Akan language of Ghana that translates in English to "reach back and get it." This concept reflects the group's mentality. Sankofa has been known to incorporate everything from pop music, spoken word, break dance, and gymnastics in its choreography, making for loud, high energy, and incredibly exciting performances. Sankofa offers dance workshops in the local schools and for other organizations in the region.

Society of the Griffins

The mission of The Society of the Griffins is to secure equitable pathways of mobility for underrepresented minority male students at Williams College. We exhibit academic excellence, forward-looking community engagement and professional development in our lives. We aim to

connect with the Williams community, our native communities and national pioneers as ambassadors of principle, precedent and passion. As men of wholeness we endeavor to create a brotherhood to help further our individual and collective aspirations, in the name of unity and fidelity. 2016-17 work in the community included support for the cultural diversity work in the Pittsfield Public Schools.

thinkFOOD

thinkFOOD has worked in student groups and dining committees to make the food Williams eats more sustainable, healthier, and more ethical. Last year, thinkFOOD sparked campus conversation about food sustainability by introducing a 50% industrial beef reduction. In the spring of 2016 students voted for the reduction, and this year thinkFOOD has coordinated with dining services to implement it. thinkFOOD has been present at committee meetings to meet Williams' primary food purveyors and has worked to write Williams Dining's sustainability and responsible purchasing expectations for those purveyors. Members of thinkFOOD have also offered dining services feedback and advice on how to make the meal plans more affordable and nutritious for the whole student body. In addition to the committee work, during first semester thinkFOOD hosted a community dinner where students cooked food together, then shared the meal afterwards. This tradition has since become a new community organization called Dinnertime.

***Williams Animal Awareness Group (WAAG)**

Williams Animal Awareness Group (WAAG) is dedicated in improving animal welfare through education and volunteerism. It also provides a way for students to relieve stress by spending time with animals. WAAG has worked with several organizations in Massachusetts, such as the Berkshire Humane Society, Clover Hill Farm, and Bonnie Lea Farm. Members groom horses, walk dogs, play with cats, and participate in an animal education program for children. In addition, WAAG also helps with the Humane Race that benefits the Berkshire Humane Society in the spring.

Williams College Democrats

The Williams College Democrats are dedicated to establishing a means for students to become more involved in the political system on the local, state, and national levels. We started this year with a voter drive, registering over 200 students to vote. We provided opportunities for students to phone bank and go door-to-door canvassing for their favorite candidate in Massachusetts, New York, and New Hampshire. We became partners with the Four Freedoms Coalition, a non-partisan, diverse, Berkshires-based coalition united in support of America's founding values of freedom of speech and religion, and freedom from fear and want for all people. More recently, we've collaborated with other student groups to write the Williamstown Immigrant Trust Act, a town resolution up for a vote in May that will make Williamstown a safer place for all immigrants.

***Williams College Jewish Association (WCJA)**

The mission of the Williams College Jewish Association is to provide a space that models the richness and diversity of Judaism and Jewishness, to foster a community of plurality and

acceptance, and to provide opportunities for Jewish involvement in the community. WCJA also coordinates special outreach visits to the North Adams Public Schools during Hanukkah.

***Williams College Law Society**

The Williams College Law Society was founded with the goals of bringing students interested in law together to provide a support system for them by creating avenues to express their interest in law and get involved. Members learn about the field of law, the career options it offers, and the legal framework in which the world operates. The Law Society teaches lessons on these topics at Williamstown Elementary School.

***Williams Homeless Outreach (WHO)**

Williams Homeless Outreach is dedicated to raising campus awareness regarding the issues of homelessness, economic disparity, and food inequality among local families of rural northwestern Massachusetts. WHO leverages student power in the College to empower local members in the community. We provide a platform for volunteerism at local nonprofits and homeless shelters. Our club meets biweekly to collaboratively create student-led, philanthropic initiatives that are determined by the interests of the current members of WHO.

In 2016-17, WHO ran two major fundraisers in support of the Berkshire Food Pantry and Berkshire Food Project. Our annual Thanksgiving Food Drive collected over 500 pounds of nonperishable goods and food. Hoops for Hunger, a basketball tournament, also raised funds for local food pantries. Through the Horizons for Homeless Children program, we held visiting hours at the Louison House, babysitting for children to give parents and guardians much needed time. We also partnered with the Louison House to create a variety of volunteer opportunities and we raised awareness of the issues we work on through projects such as poster-making, student-led and board meetings, film screenings, and panels.

Williams Medical Corps

The Williams Medical Corps organizes ways for students to engage with healthcare, whether that be through training, volunteering, or through events such as bone marrow drives. We also work with Human Resources to help organize the Health and Wellness Fair.

Williams Speaks

Williams Speaks is a campus group dedicated to providing public speaking lessons to elementary and middle schoolers. Williams students are matched with teachers at local schools and have the opportunity to design their own lesson plans to teach public speaking skills to kids.

Williams Sustainable Growers

Williams Sustainable Growers maintains campus vegetable gardens and works to help the Williams community engage with environmental issues. This year, we hosted a class of kindergartners to come visit our campus gardens and help us plant things. We also give our extra harvest to WRAPS, a campus organization that delivers surplus food from campus to communities facing food insecurity in and around Williamstown.

CAMPUS ALLIES AND PARTNERS

We thank these campus offices and programs for their guidance and support of students' community engagement work.

'62 Centre for Theatre & Dance

- 6th Grade Visit
- Local School Workshops
- Served

Admissions

- Previews
- Matriculate

Alumni Relations

- Purple with Purpose
- Reunion Service Projects



Athletics

- Crossover Academy
- Student Athletic Advisory Committee
- TeamEph

Campus Safety & Security

- Give It Up!
- CPR Training

Career Center

- Alumni Sponsored Internship Program
- SPEC 19: Healthcare Internships
- SPEC 21: Experience the Workplace

Chaplains' Office

- Break Out Trips
- Take & Eat
- Where Am I?!



Davis Center

- Martin Luther King, Jr. Day of Service
- Root

Dean of the College

- EphVentures

Dining Services

- Campus Kitchen Project
- Served
- WRAPS

Facilities

- College Cars
- Give It Up!

Gaudino Fund

- Break Out Trips
- Human Library
- Collisions Virtual Reality
- “Just One Life” Retreat
- Claiming Williams

Health Services

- Active Minds
- Peer Health
- RASAN

Hopkins Memorial Forest

- Hopkins Forest Educators

Math Department

- MathBlast

Music Department

- ArtsBlast
- Berkshire Symphony Community Concert
- Ephs Out Loud

Office of Communications

- Chronicle (design support)

Office of Financial Aid

- Federal Work Study
- MOOLA: Finances for Life

Office for Information Technology

- Give It Up!

Office of Student Life

- Leading Minds

Science Center & Departments

- ScienceBlast

Williams-Mystic Program

- Break Out Trips

Williams Outing Club

- Grand Canyon Service Trip
- WOOLF
- Workshops

Zilkha Center for Environmental Initiatives

- Break Out Trips
- Eco Advisors
- Give It Up!
- Root
- Winter Blitz



COMMUNITY PARTNERS

We extend our gratitude to these organizations for allowing us and our students to join them in their community building work during this past year.

ABC Clothing Sale

<https://www.facebook.com/abcclothingsale>

Our mission is to benefit the environment by recycling & local charitable organizations that serve families at risk & address hunger, poverty & inequality.

Barrington Stage Company (BSC)

<https://barringtonstageco.org/about-the-company/>

Barrington Stage Company (BSC) is a not-for-profit professional theatre company co-founded by Julianne Boyd with a three-fold mission: to produce top-notch, compelling work; to develop new plays and musicals; and to find fresh, bold ways of bringing new audiences into the theatre, especially young people. BSC has become the fastest growing arts venue in Berkshire County, attracting more than 55,600 patrons each year, and gaining national recognition for its superior quality productions and comprehensive educational programming, including the Playwright Mentoring Project which serves at-risk youth in Pittsfield and North Adams..

Berkshire Children and Families

<http://berkshirechildren.org/>

“Every child in a family, every family in a community”

Berkshire Children & Families has a long history of serving Western Massachusetts families, with the well-being of children and families central to our mission. We know that children achieve their highest potential growing up in supportive, healthy families. Partnering with families is the best way to promote healthy, happy children to make strong families and better communities. BCF helps families to recognize and build on their strengths to address challenges.

Our work is concentrated in four key areas: early education and care; child and family well-being; intensive foster care and adoption; and Kids 4 Harmony, an intensive classical music program for social change. BCF's goals are to provide services and supports that transform the lives of children, families and communities by creating opportunities that inspire hope, promote possibilities, and fulfill dreams.

Berkshire Community Action Council (BCAC)

<http://www.bcacinc.org>

The Berkshire Community Action Council, incorporated in 1966 as a non-profit human service organization, was designated the anti-poverty Community Action agency for Berkshire County, MA. We serve to act as a catalyst to stimulate quantifiable change in people's lives as they work towards self-reliance. Our programming is designed to minimize the impact of poverty on people's lives, help people help themselves and each other, and make Berkshire County a better place to live.

The BCAC offers a comprehensive list of programs to tackle poverty in the Berkshires such as asset development, emergency services, food depot, medical reassurance, weatherization, heating system repair and replacement, LIHEAP-fuel assistance, Project RECONNECT, and transportation.

Berkshire County Regional Employment Board (BCREB)

<http://www.berkshirereb.org>

The mission of BCREB is to develop opportunities that will assist Berkshire County households in securing the skills, knowledge, and resources necessary to achieve self-sufficiency and household stability. We do this by developing and implementing a continuum of services and programs that address the underlying causes of household instability and homelessness. Our institution serves to assist households to develop strategies to overcome barriers to self-sufficiency and collaborate with other human service providers, including grass roots organizations and faith-based organizations, to alleviate the causes and effects of household, housing, and community instability.

Berkshire County Sheriff's Office

<https://bcsoma.org/>

The primary mission of the Berkshire County Sheriff's Office is "to protect the public from criminal offenders by operating a safe, secure and progressive correctional facility while committing to crime prevention awareness in the community." We explore innovative and cost effective community correction alternatives to incarceration, pursue the fair and equitable treatment of inmates, and create a just and fair environment that encourages positive behavior from criminal offenders. We also promote education, treatment and social responsibility in an effort to successfully integrate criminal offenders to society. Finally, we develop public safety initiatives, volunteer and support programs for the prevention of criminal activity and providing the community with pertinent information.

Berkshire Family and Individual Resources (BFAIR)

<http://www.bfair.org>

The Berkshire Family and Individual Resources is a national and state accredited human service agency responsive to the unique needs of people with disabilities and their families through a dedication to excellence, diverse service options, safe and healthy environments, iscal responsibility, and community partnerships, career opportunities and advancement.

Berkshire Farm Center & Services for Youth

<http://www.berkshirefarm.org>

Our Mission: "to strengthen children and families so they can live safely, independently, and productively within their home communities."

Berkshire Farm Center & Services for Youth is one of New York State's leading nonprofit child welfare agencies, serving 8,500 children and their family members across New York State in 2014 alone.

Our employees, who work in settings that often challenge the heart and the mind, know that what they do matters. They understand that their work directly contributes to the success of the agency and to the many achievements made by the thousands of young lives we serve. With

support from caring individuals and forward looking businesses, we empower children, their families, and their communities to become healthier and stronger.

Berkshire has a distinguished history of working with children and families for more than 129 years. Helping children and families become healthier and stronger has been at the heart of Berkshire's mission since its founding in 1886.

Berkshire Food Project (BFP)

<http://www.berkshirefoodproject.org>

The BFP seeks to alleviate hunger, food insecurity, and social isolation by serving healthy and dignified noontime meals every weekday, by providing education in making good nutritional choices and by helping people access available food resources. We also seek to alleviate a need that had grown even in periods of economic expansion nationally. We seek to provide a forum to facilitate unselfconscious interaction among disparate segments of the population. And lastly to provide information helpful to our consumers.

Berkshire Humane Society (BHS)

<http://www.berkshirehumane.org>

Berkshire Humane Society (BHS) is a private, non-profit organization, not affiliated with the Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA) or any other animal welfare group. We have been in operation since 1992 after taking over for a failed MSPCA operation in Berkshire County. BHS, an open-admission animal shelter, receives no public funds from local, state, or federal sources. The welfare of our companion animals and the future of our organization depend on the compassion and generosity of our community.

Since our beginning, BHS has sheltered over 43,000 homeless animals who are cared for and made available for adoption. Between 1992 and 2013, our surrenders have been gradually decreasing, a trend which we attribute to the availability of our spay/neuter programs and the years of education we have provided the community. For example, in 2012, BHS took in 1,446 homeless pets, but in 2013, that number dropped to 1,168. We're proud that we were able to rehome 100% of all our healthy, adoptable dogs, cats, small mammals, and birds.

Berkshire Immigrant Center

<http://www.berkshireic.com>

The mission of the Berkshire Immigrant Center is to assist individuals and families in making the economic, psychological and cultural adjustment to a new land, not only by meeting basic needs, but also by helping them to become active participants in our community. The Center also aims to build bridges of understanding and cooperation across cultures, to fight racism and discrimination in all forms, and to advocate for the rights of immigrants from all backgrounds.

The Center offers comprehensive services for individuals from more than 80 countries to promote civic engagement, facilitate cultural integration, and assist in navigating the complex U.S. immigration system.

Berkshire Interfaith Organizing (BIO)

<http://www.berkshireinterfaithorganizing.org>

The goal of Berkshire Interfaith Organizing is to alleviate the root causes of poverty in the community. We seek to gain a seat at decision making tables and change the power relationship that exists between our member congregations and allies, and institutions whose decisions shape access to income, transportation and food for the poor and working poor in Berkshire County. Our strategy is to develop leadership skills of hundreds of clergy and lay leaders in our member institutions, leading to a powerful Berkshire organization capable of making systemic changes.

Berkshire Regional Transit Authority (BRTA)

<http://www.berkshirerta.com>

The Berkshire Regional Transit Authority provides public transportation services to its 25 member communities within Berkshire County, the western most region of Massachusetts. The BRTA's daily service area spans a region as large as Rhode Island; bordered by Vermont to the north, New York to the west and Connecticut to the south. Fixed route service is provided by fourteen bus routes in 12 communities from Williamstown to Great Barrington, Monday through Saturday. Paratransit services are provided to eligible persons from the BRTA's member communities for ambulatory, non-ambulatory, or complementary paratransit ADA service.

Berkshire Regional Planning Commission

<http://berkshireplanning.org>

Berkshire Regional Planning Commission (BRPC) provides leadership and assistance to the County's municipalities, organizations and citizens in achieving County-wide inter-relationships, prosperity, opportunities, quality of life, strength and vibrancy.

We effect positive change through our collaborative efforts to achieve Sustainable Berkshires principles and a high quality of life for County residents, including greater economic growth, sustainable resource management, environmental, social and economic equity, and effective governmental and educational services. BRPC is recognized as the primary source of trusted, reliable Berkshire County data and analysis, provider of technical assistance to Berkshire County municipalities and organizations, convener of interests seeking to seize opportunities for and confront challenges to the Berkshires, and advocate on behalf of the collective interests of Berkshire County.

BerkshireWorks

<http://berkshireworks.org>

BerkshireWorks is a partnership between Berkshire Training & Employment Program and the [Massachusetts Division of Career Services](#), chartered by the [Berkshire County Regional Employment Board, Inc.](#) Together, we provide access to a comprehensive system of employment-focused programs and services for businesses, job seekers, workers, and employers. We serve all 32 cities and towns in Berkshire County.

Whether people are looking for a first job, a new job, career advancement, or quality employees, BerkshireWorks is here to help.. We are committed to providing quality programs and services to employers, job seekers, and our community partners.

The Caleb Group / Mohawk Forest

<http://www.thecalebgroup.org/wp1/find-housing-2-2/massachusetts/mohawk-forest-north-adams>

The Caleb Group is a nonprofit, faith-inspired affordable housing organization that creates residential communities that are attractive, well-managed, nurturing, and affordable for those of low to moderate income in North Adams, Mass. Mohawk Forest is a 190-unit townhouse and garden style community. In 1999, Caleb purchased and renovated this community and built a new community center. This project is an example of intergenerational collaboration working to build community and enhance the lives of all the residents. The Caleb Group provides resident service coordination to assist in linking residents to the services they need within the community. A frequent beneficiary of grant funding, this property has wonderful programs for residents of all ages and interests.

Christodora / Manice Education Center

<http://www.christodora.org/>

Many urban youth lack opportunities to learn about the environment and experience the natural world first hand. A New York City childhood is spent playing in the park, learning about “nature” in museums or on television. It can be difficult to find a single patch of green, let alone the grandeur of the wilderness and the clarity and direction it gives to our lives. At Christodora, we believe an escape from the concrete is not just a privilege—it’s a transformative experience that allows youth to better understand the natural world and shape their role within it.

Since its opening in 1981, Christodora’s Manice Education Center (MEC) has provided over 25,000 students with outdoor, leadership and environmental experiences. For most students, MEC offers a first opportunity to be immersed in the wilderness — the first mountain to climb, first river to paddle, first view of the constellations of stars.

E3 Academy

<http://dhs.napsk12.org/>

The E3 Academy is a competency-based program of Drury High School, designed for students who are under-credited and at risk of dropping out. Located in the Windsor Mill, E3 is comprised of two teachers, one counselor, and up to 12 students. E3 stands for Effort, Employability, and Essential Skills and Knowledge. We are both competency- and project-based. Each trimester, students conduct whole group and independent projects, based upon a specific theme, designed to grow the students’ abilities in math, science, English, history, and social and career readiness. These projects, along with community internships and constant one-on-one attention, provide our students with a unique learning experience.

Ecu-Health Care

<http://ecuhealth.boxcarexpress.com>

We are a private non-profit health coverage access program located at 99 Hospital Avenue Suite 208, on the Northern Berkshire Campus of Berkshire Medical center, in North Adams. Our mission is to help the uninsured and underinsured residents of North Berkshire access affordable health care.

Ecu-Health Care is the designated outreach and enrollment site in northern Berkshire County for all of the Massachusetts health programs and we also help residents enroll into all supplemental

programs associated with Medicare. The programs we help residents access include: The new subsidized and unsubsidized Qualified Health Plans implemented under national health reform, ConnectorCare, MassHealth, the Health Safety Net, The Children's Medical Security Plan, Medicare Part-D, Prescription Advantage for seniors and the disabled, Medicare premium assistance, reduced fee dental care, and all prescription assistance programs.

First Congregational Church, Williamstown

<http://firstchurchwilliamstown.org>

The First Congregational Church of Williamstown is a lively, progressive congregation, meeting in the iconic white clapboard Meetinghouse in the center of town. Our church's architecture may be conservative, but our thinking is innovative. Our church has been active from our earliest days to the present speaking out for the oppressed in our society. It was predominantly members of our church who started the local ABC House, the only member of the national "A Better Chance" organization to send kids to a public high school. We have been active in supporting LGBT rights, and have been glad to host gay and lesbian commitment ceremonies, and weddings since 2004, when the Massachusetts began issuing marriage licenses.

Four Freedoms Coalition

<http://4freedomcoalition.org>

On December 10, 1948, the United Nations Commission on Human Rights, chaired by Eleanor Roosevelt, issued the Universal Declaration of Human Rights, stating that "the equal and inalienable rights of all members of the human family [are] the foundation of freedom, justice and peace in the world," and that "all human beings are born free and equal in dignity and rights."

We uphold these universal values, and reject all forms of bigotry, hatred and prejudice. We proclaim the transcendent truths of our equal humanity, of decency, of compassion. We believe in equality and in the Four Freedoms for all peoples, anywhere in the world. We stand with those whose Freedoms are threatened, and we work towards inclusiveness, connectedness, justice and the protection of human rights for all people. And we invite all to join us.

Goodwill Industries of the Berkshires, Inc.

<http://www.goodwill-berkshires.com>

At Goodwill, your donations help people find good jobs. Proceeds from your shopping treasure hunt stay in our community supporting job skill training for your neighbors. Every item you donate, every item you buy, gives back to the community. You help people, of all ages, and from all walks of life, get job skill development and training at Goodwill that strengthens their family's economic status.

Goodwill industries offers workforce development programs including Business 101 job training, skill development, recycling processes, logistics, and retail sales job training. These programs include the following projects: Spot-on cleaning, Recycled Rags, Waste Cardboard Recycling, Dell Reconnect Computer Recycling, Popcorn Wagon Project, Office Internships, Suit YourSelf, Soft Skill Development, Electrical Testing and Quality Control, Donation- to-Resale and After-Market Handling and Processing, Certification for Forklift Operation & Safety Training, Retail Associate Training Program, and Retail Associate In-Store Training.

Greylock Together

<http://greylocktogether.org>

Greylock Together is a grassroots, non-partisan political movement formed in November 2016, representing 400+ members of the communities surrounding Mount Greylock. We are committed, engaged community members dedicated to social justice and united in our fight for progressive policies. Rooted locally and united by shared values of justice, common respect, and citizen empowerment, Greylock Together has working groups on the Environment, Civil Rights, Health Care, Reproductive Rights, Education, Voting Rights, and Legislative Action.

Growing Healthy Garden Program

<https://www.facebook.com/GrowingHealthyGardens>

Over the past 9 years, the Growing Healthy Garden Program has developed thirteen school and community gardens in North Berkshire County as a way to encourage people to eat more vegetables, and we are involved in a grassroots initiative to preserve and increase farming and infrastructure in Berkshire County to create a successful local food system.

Higher Ground

<http://highergroundnb.org>

Our mission is to provide services and funds to meet the immediate and long-term physical, emotional, and spiritual needs of disaster survivors. We develop disaster replacement housing for those who lost their homes in the flood and prepare our community for future disasters and to assist in disaster response.

Hoosac Harvest

<http://www.hoosacharvest.org>

The mission of the Hoosac Harvest is to support and encourage access for North Berkshire residents across income levels to sustainably-raised, locally grown food while building relationships between the land, each other, and our food. We value food security for all members of our community, local food, farmers, and farmland as keystones to the health and well-being of our community, agriculture as a vital facet of a thriving economy, and community-based action as a crucial component in creating lasting social change.

Hoosac Harvest partook in the creation of Square Roots Farm and Many Forks Farm both of which operate on the community supported agriculture model. We raise funds to subsidize one-fifth of the shares available at both farms to enable low-income community members to participate. Our program Know Your Farmer, Know Your Food connects farmers, small food producers, and the community. We also have a Sharing the Abundance program for local gardeners and volunteers.

Hoosic River Watershed Association (HoorWA)

<http://hoorwa.org/>

HoorWA is a citizens' group that looks after the river. We are dedicated to the restoration, conservation and enjoyment of the Hoosic River and its watershed, through education, research and advocacy. We envision a watershed that is ecologically sound and adds to the quality of life of its residents.

Hoosic River Revival

<http://www.hoosicriverrevival.org/>

The mission of the Hoosic River Revival is to reconnect the community to a healthy, scenic, wildlife-and-people-friendly river, which will provide 21st Century flood protection and also enhance North Adams' recreational, cultural, and economic vitality.

Jewish Family Service of Western Massachusetts

<http://jfswm.org>

Jewish Family Service is a community leader that empowers people to achieve fulfilling lives. We provide exceptional social services, grounded in Jewish values, to support individuals and families from diverse cultural and economic backgrounds.

We offer community programs such as workshops and educational programs for individuals and families seeking a Jewish connection, both within and outside of the established Jewish community. We provide elder care as well; many people count on us to help them assess and find the best ways to solve problems regarding their own or loved ones well-being. JFS is also known for compassionate, caring and professional counseling services for individuals, families and couples across the economic spectrum. Finally, JFS is the premier organization working with HIAS (Hebrew Immigration Aid Society) to resettle refugees from around the world to our Springfield community-- their new home. We believe that healing the world includes, helping those that are fleeing from political or religious persecution because none of us are free when others are oppressed.

Knesset Israel

<http://knessetisrael.org>

Knesset Israel is an innovator in the rapidly changing world of American Judaism. We create authentic and meaningful points of connection and spiritual experiences for contemporary Jews and cultivate a community empowered to make a positive difference in the world. This flourishing congregation is inclusive and supportive and accepts a wide range of beliefs and practice. Among people of all ages, religious backgrounds, genders and orientations, you will find a supportive community here.

When you come by, you will find that our synagogue teems with life and activity, especially on Shabbat. We engage deeply with the Torah and its wisdom — intellectually, practically, ethically and spiritually. We actively cultivate community — members of the congregation teach in our Hebrew School, lead services, chant Torah, prepare students for bar/bat mitzvah, visit the sick, bury the dead and tend to those in need. And we are especially proud of how we encourage each other to learn and grow through Jewish living.

Lanesborough Elementary School

<http://www.wlschools.org/page.cfm?p=511>

“To inspire in all students a love of learning and challenge them to grow in heart and mind.”

Lanesborough Elementary School is a pre-K to grade 6 elementary school with over 200 students. The school has an experienced, highly educated teaching staff, skilled paraprofessional and support staff, and all are dedicated to the success of our students. Approximately 38 staff serve as classroom teachers, special education teachers, specialists, paraprofessionals and support staff.

The school has a proud heritage of offering a quality education to its young students. Lanesborough Elementary School is recognized by the state as a level 1 Commendation School for its high achievement, high progress, and narrowing proficiency gaps. It also is fortunate to have excellent programs in art, music, drama, technology, library, and physical education to foster a well-rounded education.

Lever, Inc.

<http://www.leverinc.org/>

Lever supports local economic development by creating and growing enterprises that leverage local assets, including the talents of young people from our region's colleges.

Louison House

<http://louisonhouse.org/>

Louison House, Inc. is a private, 501 (c) (3) non-profit organization that was established in 1990 by local agencies to address the issue of homelessness that had become more pervasive as a result of the economic decline in Northern Berkshire County during the 1980's. Over the past twenty years, Louison House has provided homelessness prevention and housing services to over 3,500 individuals and families throughout Berkshire County.

Our vision is to become a leader in creating a homeless-free community in Northern Berkshire County over the next 20 years. Our mission is to reduce homelessness and its causes in Northern Berkshire County.

Massachusetts College of Liberal Arts

<http://www.mcla.edu/>

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. MCLA promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

Massachusetts Department of Transitional Assistance (DTA)

<http://www.mass.gov/eohhs/gov/departments/dta>

160 North St, Suite 201, Pittsfield, MA 01201, 413-236-2000

DTA's mission is to assist and empower low-income individuals and families to meet their basic needs, improve their quality of life, and achieve long-term economic self-sufficiency. Located within the Executive Office of Health and Human Services, the Department ensures that the emergency and transitional needs of the individuals and families of the Commonwealth are met through a combination of federal- and state-funded programs. Massachusetts has a comprehensive system of programs and supports to provide to individuals and families in need in order to achieve greater economic self-sufficiency.

Massachusetts Museum of Contemporary Art (MASS MoCA)

<http://massmoca.org/>

Through innovative collaborations, MASS MoCA helps artists and their supporters create and show important new work, bringing to our visitors bold visual and performing art in all stages of production, creating a stimulating center of creativity and commerce that brings life and economic vibrancy to its region.

MASS MoCA is one of the world's liveliest centers for making and enjoying today's most evocative art. With vast galleries and a stunning collection of indoor and outdoor performing arts venues, MASS MoCA is able to embrace all forms of art: music, sculpture, dance, film, painting, photography, theater, and new, boundary-crossing works of art that defy easy classification. Much of the work we show in our light-filled spaces, on our technically sophisticated stages, and within our lovely network of late 19th-century courtyards is made here during extended fabrication and rehearsal residencies that bring hundreds of the world's most brilliant and innovative artists to North Adams all year round.

Mount Greylock Regional School District

<http://www.wlschools.org/page.cfm?p=513>

Mount Greylock Regional School is a public middle and high school serving grades 7-12 located in Williamstown, Mass. The region includes Williamstown and Lanesborough, representing a combined population of 11,000 residents. Enrollment is 600 students with a capable faculty and staff of 100. Mt. Greylock is a spirited educational community that celebrates human differences, recognizes individual abilities, and challenges its students to strive for excellence by realizing their full talents and aspirations. Located in an idyllic setting with stunning views of the highest peak in Massachusetts, Mt. Greylock offers generous expanses of open green space, a full range of playing fields, and miles of hiking trails through the surrounding woods. Student learning is enhanced by proximity to three museums (Clark Art Institute, Williams College Museum of Art, and MASS MoCA, and two colleges (Williams and MCLA).

North Adams Council on Aging / Mary Spitzer Senior Center

http://www.northadams-ma.gov/index.php?nav_id=25

116 Ashland St, North Adams, MA 01247, 413-662-3125

North Adams Public Schools

<http://www.napsk12.org>

The mission of the North Adams Public Schools is to help every child learn every day and empower all students to recognize and optimize their full potential.

Northern Berkshire Community Coalition (nbCC)

<http://www.nbccoalition.org>

The mission of the coalition is to improve the quality of life for people in Northern Berkshire by organizing, supporting, and empowering the community. The Coalition works to achieve its mission by connecting and providing a public space for the community, providing prevention strategies, building stronger neighborhoods, promoting positive youth development, helping families stay healthy, happy, and strong, and helping to make healthy choices, the easy choices.

Our programs include: Coalition Core, Northern Berkshire Neighbors, UNITY Youth Programs, nb21 Prevention Programs, Mass in Motion, and The Family Place.

Northern Berkshire Habitat for Humanity

<http://www.northberkshirehabitat.org>

Northern Berkshire Habitat For Humanity is an affiliate of Habitat for Humanity International. Our offices are in North Adams, Massachusetts and we serve the surrounding communities of Adams, Cheshire, Clarksburg, Williamstown and Stamford, Vermont, as well as North Adams. We are a non-profit, all volunteer organization and receive no financial support from Habitat International.

Our mission is the same as Habitat International. We are working to eliminate poverty housing and to provide decent, safe, and affordable housing for people in need. Currently, we are the only organization in northern Berkshire actively working to alleviate the shortage of housing for low-income working families. By building or renovating homes we are empowering our homeowners to become contributing members of the community and providing security for their children to grow and prosper.

Northern Berkshire Interfaith Action Initiative / Friendship Center Food Pantry

<https://www.facebook.com/Northern-Berkshire-Interfaith-Action-Initiative-Friendship-Center-100392236707183>

The Northern Berkshire Interfaith Action Initiative (NBIAI) is a group of people of faith working together with others of goodwill to find ways to serve our community. The NBIAI meets the third Friday of each month at 10 a.m. at the First Baptist Church of North Adams. In addition to agenda items, each meeting begins with a period of silent prayer, faith sharing, and brief community announcements. All people of goodwill are welcome to participate.

The Friendship Center is the home of the Northern Berkshire Interfaith Action Initiative. It also hosts a food pantry. The Food Pantry is open from 10 a.m. to 2 p.m. and from 4 to 6 p.m. on Wednesdays. Donations of food may be brought to 43 Eagle St. on Tuesdays between 11 a.m. and 2 p.m.

The Nutrition Center

<http://www.thenutritioncenter.org>

Our mission is to inspire a healthy relationship to food through counseling, nutrition, and culinary education. TNC provides nutrition and cooking education services to everyone, regardless of insurance status or ability to pay. We work to improve the overall wellness of people by inspiring them to cook and eat real food. We strive to accomplish our goals of reducing obesity rates and managing and/or preventing chronic disease by empowering our clients with the tools and resources they need to make informed decisions and to nourish themselves and their families.

Successful TNC programs include Food Adventures, Cooking & Nutrition, Fresh Start Cooking, Berkshire Food Web, Think Food Conference, Nutrition Counseling, and Wellness in 5.

Pine Cobble School

<http://www.pinecobble.org>

Pine Cobble School is a co-educational day school for children in preschool through ninth grade. For over three quarters of a century, Pine Cobble has nurtured creativity, curiosity, outstanding character, and a lifelong love of learning.

Our mission is “to cultivate in each student a lifelong passion for learning, a strong sense of self-worth, and respect for others throughout the community.” This mission is what drives us, every single day. It drives us to approach every moment as a teachable moment. It’s what inspires us to go the extra mile for our students, to bring out their excellence as scholars, artists, athletes, and human beings with integrity.

Pittsfield Public Schools

<http://www.pittsfield.net>

We strive to serve our community and its children by creating an environment where lifelong learning is valued, excellence is expected and improvement is continuous. We will do this by meeting the needs of each student and providing the understanding, encouragement, knowledge and skills each require to meet or exceed the district’s high expectations and rigorous academic expectations. In doing so we will prepare every student for postsecondary education, career and lifelong economic, social, and civic success.

Sand Springs Recreational Center

<http://www.sandspringspool.org>

Opened in 1907 as the Wampanaug Inn and Bath House, The Sand Springs Recreational Center has been serving as a “community gathering place” ever since. Our goal is to preserve this historic place, while expanding the programs to better serve all.

Our goal is to create a sustainable community gathering place where residents and visitors can gather in an historic and bucolic setting for relaxation in natural spring waters, outdoor recreation, and itness.

Take & Eat

<http://takeandeat.org>

Take and Eat was founded in 2003 by Rev. Mr. Francis Ryan, Ed.D and his wife Kathleen as a Non-Proit organization to recruit, train and empower volunteers in various faith based community organizations to prepare and deliver, free of charge, hot meals to the homebound elderly on weekends and three-day holidays.

The government funded Meals-on-Wheels Program provides meals to seniors from Monday thru Friday. On weekends and holidays these elders in need for the most part have no access to a nutritious meal and in many instances no contact with another human being.

Town of Williamstown

<http://williamstown.net>

Williamstown is located in the far northwest corner of Massachusetts bordering Vermont and New York. We are the home of the Sterling and Francine Clark Art Institute, Williams College, and

8,220 residents including 2,000 Williams College students. Today, with a population of 8,056 including students, Williamstown continues to be known for the scenic beauty of its surrounding mountains, for Williams College, and for the cultural attractions of its Theater Festival and the Sterling and Francine Clark Art Institute.

Williamstown Affordable Housing Committee

http://williamstown.ws/?page_id=1896

The mission of the Williamstown Affordable Housing Committee is to promote the creation and preservation of housing and housing programs in Williamstown that ensure that people with incomes below the area median can access an affordable place to live. We seek to create enough affordable housing so that ten percent of the town's total housing units be affordable to those whose incomes are at or below eighty percent of the area median income. Additionally we promote an economically vibrant community as well as maintain and preserve the character and historic nature of Williamstown.

Williamstown Chamber of Commerce

<http://www.williamstownchamber.com>

The Williamstown Chamber of Commerce serves Williamstown and our neighboring communities by supporting efforts in communication, education, and coordination of our members, our residents and our visitors.

Williamstown Commons Nursing and Rehabilitation Center

<https://williamstowncommons.org/>

Williamstown Commons is proud to offer area families top-quality skilled nursing care for short-term rehabilitation and long-term care. We focus on maximizing patient recovery, comfort and independence for the highest possible quality of life. From post-surgery and post-hospital rehabilitation to long-term care for a chronic illness, our highly skilled care teams provide compassionate attention and specialized care every step of the way.

Williamstown Community Chest

<http://www.williamstowncommunitychest.org>

Once quite common across the country, Community Chests extended a helping hand to people in need. Today, the Williamstown Community Chest is one of just a handful of these local charitable organizations left. In these times of decreasing funding, cutbacks in programming, and increasing need, we remain deeply committed to helping solve problems right here in our own neighborhoods.

We conduct annual fundraising campaigns to support services provided locally by our member agencies. Your contribution to the Williamstown Community Chest is distributed to these 16 local agencies working to help people in our community meet a variety of challenges. Your gift addresses the needs of many who are struggling with issues of poverty, addiction, and abuse right here in Berkshire County.

Williamstown Council on Aging / Harper Center

<http://williamstownma.gov/2157/Council-on-Aging>

118 Church St, Williamstown, MA 01267, 413-458-8250

APPENDIX A:

KEY ELEMENTS OF EFFECTIVE EXPERIENTIAL PEDAGOGY

Experiential pedagogy in its various forms (collaborative, community-based, problem-based, service learning, etc.) is a valuable approach to deepen student learning and improve understanding of unfamiliar or personally challenging concepts and issues. Courses effectively employing experiential pedagogies should include the following key elements¹:

PREPARATION AND GUIDANCE

Students should be intellectually and psychologically prepared for the experience or project. Depending on the learning goals of the course or module, a combination of readings, lectures, discussions, training and/or role playing exercises, can be used to focus student attention on relevant concepts and issues. Guidance during the experience could consist of scheduled in-person or electronic debriefings.

METHOD(S) OF INQUIRY

Students should be conscious of how they are learning. Review and training in appropriate research method(s) should take place before the learning experience begins or at least in the early period of the experience. Literature on ethnographic, participant/observation and/or interview methods would be appropriate.

APPROPRIATELY STRUCTURED (OR UNSTRUCTURED) EXPERIENCE

Fieldwork or experiential projects should be arranged by the instructor to suit the educational goals of the course or learning module within it. For example, small-scale projects or assignments such as a single work session in a local community organization can be organized so that students are exposed to social, political and/or economic issues relevant to the goals of the course. Large-scale fieldwork with specific expected outcomes could include work scheduling or sequenced experiences.

REFLECTION

The course or module should include some form of reflection involving written and/or oral processes through which students review their experience. Journals and group discussions are the most common techniques used.

ANALYSIS

Analysis involves making sense of field experience in light of some or all of the learning goals and literature of the course. For example, fieldwork can be used as an opportunity to critique existing theory or develop new theory.

FEEDBACK

The best way to continuously improve the use of experiential pedagogy is to include feedback (survey, written response, focus group, etc.) within or shortly after the course or module.

¹ These guidelines were developed using John Dewey's *EXPERIENCE AND EDUCATION* (New York: Collier, 1938), David A. Kolb's *EXPERIENTIAL LEARNING: EXPERIENCE AS THE SOURCE OF LEARNING*, (Englewood Cliffs: Prentice Hall, 1984), and the National Society for Experiential Education Foundations Document Committee's "Best Practices of Experiential Learning" (1997) and the author's teaching and training work.

AN EXPERIENTIAL LEARNING GLOSSARY

(Compiled by P. Consolini, Center for Learning in Action)

ACTIVE LEARNING

"A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation." In active learning, the instructor facilitates rather than directs learning and students generate rather than simply receive knowledge. Active learning is usually contrasted with the straight lecture method. Activities range from paired or "buzz groups," (in which two students discuss material during a short pause in a lecture) to more extensive engagement methods such as case studies, role playing and group projects. Active learning often (though does not necessarily) involves collaboration with other students in the course. In some circles, also known as cooperative learning (See Cooperative Learning, below). Source: http://en.wikipedia.org/wiki/Active_learning

APPLIED (vs BASIC) RESEARCH

Term (from natural science) to describe "research designed to solve practical problems of the modern world rather than to acquire knowledge for knowledge's sake." Examples of applied research: investigations to treat or cure disease, investigations into ways to improve the energy efficiency of homes, offices, etc.

BASIC (vs. APPLIED) RESEARCH (aka fundamental or pure research)

A term used in natural science to describe research which is driven by a scientist's curiosity or interest in a particular scientific question (such as how do slime molds reproduce?)

COLLABORATIVE LEARNING (CL)

A philosophy of interaction (versus Cooperative Learning, a classroom technique) which assumes a sharing of authority and acceptance of responsibility among group members for the group's actions. As a learning approach, CL "suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions.... The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people."

²

COMMUNITY-BASED LEARNING (CBL)

A set of teaching/learning strategies that enable students to learn by applying knowledge and analytic tools gained in the classroom to pressing issues that affect local communities. Some variations emphasize mutual change on the part of students and community organizations, others, social change, still others, the problem-solving nature of the enterprise.

See especially <http://www.princeton.edu/~cbli/>

² From "A Definition of Collaborative vs Cooperative Learning" by Ted Panitz (1996) in Deliberations at: http://colccti.colfinder.org/sites/default/files/a_definition_of_collaborative_vs_cooperative_learning.pdf

COMMUNITY-BASED RESEARCH

Research project(s) involving partnerships and/or beneficiaries at local and/or regional levels of community and society. Such projects have immediate or short-term possibilities to help solve problems that affect the citizens of the locality or region.

COMMUNITY-BASED PARTICIPATORY RESEARCH

"A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve... outcomes." (from the WK Kellogg Foundation Community Health Scholars Program) See the Community-Campus Partnership for Health at:

<http://depts.washington.edu/ccph/index.html>

COOPERATIVE LEARNING

A pedagogical method in which students work in groups to maximize the learning of all individuals in the group. Typically, students work in small groups (usually 3-5 people) on an assigned project or problem under the guidance of an instructor who monitors the groups to make sure students stay on task and come up with the correct answers (to the extent there are correct answers). Key pedagogical elements include: positive interdependence, face-to-face promotive interaction, individual accountability, social skills use and development and attention to group process.³ See:

http://highered.mheducation.com/sites/0072486694/student_view0/glossary.html

EXPERIENTIAL LEARNING

"Learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Experiential learning thus involves a 'direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it' (Borzak 1981: 9 quoted in Brookfield 1983 cited at <http://www.infed.org/biblio/b-explrn.htm>).

PARTICIPANT OBSERVATION

"A set of [research](#) strategies which aim to gain a close and intimate familiarity with a given group of individuals (such as a religious, occupational, or subcultural group, or a particular community) and their practices through an intensive involvement with people in their natural environment, often though not always over an extended period of time." Methods include "informal interviews, direct observation, participation in the life of the group, collective discussions," etc. "Observable details (like daily time allotment) and more hidden details (like taboo behaviour) are more easily observed and understandable over a longer period of time. A strength of observation and interaction over long periods of time is that researchers can discover discrepancies between what participants say -- and often believe -- should happen (the formal system) and what actually does happen, or between different aspects of the formal system."⁴ See also:

https://en.wikipedia.org/wiki/Participant_observation

³ Source: David W. Johnson, Roger T. Johnson, Karl A. Smith. *Active Learning: Cooperation in the College Classroom* (Edina, MN: Interaction Book Co., 1991), 1:19-20.

⁴ Source: DeWalt, K. M., DeWalt, B. R., & Wayland, C. B. (1998). "Participant observation." In H. R. Bernard (Ed.), *Handbook of methods in cultural anthropology*. Pp: 259-299. Walnut Creek, CA: AltaMira Press

PARTICIPATORY ACTION RESEARCH

Referred to as PAR, a multi-cycle collaborative social science and education research methodology designed to ensure that those who are affected by the research project have a voice in it. PAR “is not just research which is hoped will be followed by action. It is action which is researched, changed and re-researched, within the research process by participants. Nor is it simply an exotic variant of consultation. Instead, it aims to be active co-research, by and for those to be helped” (Wadsworth, Y. (1998).

<http://www.scu.edu.au/schools/gcm/ar/ari/p-ywadsworth98.html>). Cycles of a PAR project may include participants helping with any or all of the following: a) formulation and/or assessment of the research problem, b) determination, implementation and/or assessment of the intervention. Multiple research methods are often used with PAR, including (but not limited to) surveys, focus groups, interviews, observations, etc.

PRACTICUM

“A college course, often in a specialized field of study, designed to give students supervised practical application of a previously studied theory. “Practica are common for social work and education majors. (<http://en.wikipedia.org/wiki/Practicum>)

PROBLEM-BASED LEARNING

“Problem-based learning (PBL) is focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems. PBL curriculum provides authentic experiences that foster active learning, support knowledge construction, and naturally integrate school learning and real life.” Key elements include: 1) student responsibility for own learning, 2) Problem simulations must be “ill-structured”⁵ and allow for free inquiry, 3) learning should be integrated from a wide range of disciplines or subject, 4) collaboration is essential, 5) what students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution, 6) assessment of learning should include self and peer assessment.⁶

PROJECT-BASED LEARNING

“A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge.” The project may be instructor-defined or student-defined. Essential elements include: key knowledge, understanding and success skills, challenging problem or question, sustained inquiry, authenticity, student voice & choice, reflection, critique and revision and public product (http://bie.org/about/what_pbl).

PUBLIC HUMANITIES

A variant of project-based learning that teaches methods to “engage the public in conversations, facilitate and present lectures, exhibitions, performances and other programs for the general public on topics such as history, philosophy, popular culture and the arts. Public humanities programs encourage recognition of diverse heritage, traditions, and history, and the relevance of the humanities to the current conditions of life. Public humanities projects include exhibitions and programming related to historic preservation, oral history, archives, material culture, public art, cultural heritage and cultural policy. Practitioners of public humanities are invested in

⁵ “ill-structured” is understood as designed to allow students free inquiry through observation, interview, and review of records or documents in order to obtain information needed to support or verify hypotheses.

⁶ Source: *Problems as Possibilities: Problem-Based Learning for K–16 Education*, 2nd Edition (pp. 15–16), by L. Torp & S. Sage, 2002, Alexandria, VA: Association of Supervision and Curriculum Development.)

ensuring the accessibility and relevance of the humanities to the general public or community groups.” Public humanities projects can be embedded in courses or practicum experiences and often entail partnerships with nonprofit cultural organizations or government agencies. (from https://en.wikipedia.org/wiki/Public_humanities)

SERVICE-LEARNING

A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. Service is combined with structured opportunities that link the work to self-reflection, self-discovery, and the acquisition and comprehension of values, skills and knowledge content (from National Service Learning Clearinghouse, <http://www.servicelearning.org>).

STUDENT-ACTIVE SCIENCE

Natural science variant of project and problem-based learning involving hands-on, active learning in the classroom and laboratory focused on open-ended inquiry and related learning techniques and skills that are explicitly aimed at fostering higher-order thinking both in the individual and in a collaborative setting.” The approach is investigative, often collaborative, and involves students in working on complex, often real-world problems and gathering and interpreting their own data. Student-Active Science “fosters higher order thinking skills and intellectual maturity,” asking students “not only to accept knowledge but to aid in forming it” and showing them “both the power and limitations of particular scientific ‘ways of knowing’.”⁷

Version 12.16.16

⁷ McNeal, Ann P. and D'Avanzo, Charlene, "Student-Active Science: Models of innovation in College Science Teaching" (1997). *Centers for Teaching and Technology - Book Library*. Paper 112.

APPENDIX B:

2016-17 COURSE OFFERINGS INVOLVING EXPERIENTIAL LEARNING

SEMESTER COURSES

AFR 212/MUS 104: Jazz Theory and Improvisation I
AFR 440: CAPSTONE: Performing Blackness
AMST 101: Introduction to American Studies
AMST 221: Introduction to Urban Studies
AMST 323: Comic Lives: Graphic Novels & Dangerous Histories of the African Diaspora
ANSO 205: Ways of Knowing
ANSO 402: Senior Seminar
ANTH 232: Town and Gown: Investigating the Relationship of College and Community
ARTH 319: Robert Rauschenberg: Art, Archives and Exhibitions
ANTH 322: Trash
ARTH 508: Art and Conservation: An Inquiry into History, Methods & Materials
ENVI 302: Practicum: Environmental Planning Workshop
GEOS 206: Renewable Energy and the Sustainable Campus
GEOS 214: Geographic Information Systems
HIST 371: Oral History: Theory, Methods and Practice
MAST 104: Oceanography
MAST 211: Oceanographic Processes (offered only at Mystic Seaport)
MAST 311: Marine Ecology (offered only at Mystic Seaport)
MAST 351: Marine Policy (offered only at Mystic Seaport)
MAST 352: America and the Maritime Environment (offered only at Mystic Seaport)
MATH 377: Operations Research
POEC 402: Political Economy of Public Policy Issues
PSYC 352: Clinical and Community Psychology
PHLH 402: Senior Seminar in Public Health
REL 234: Religion and Migration
SOC 244: What They Saw in America
SOC 240: Performing Masculinity in Global Popular Culture
WGSS 202: Introduction to Sexuality Studies

WINTER STUDY COURSES

AFR 24: Touring Black Religion in the “New” South
ARTH 15: Public Art and Climate Change: Ghana Think Tank and the Making of a Museum Installation
ARTS 11: Audible Imagination: Exploring Sound Across the Arts
ARTS 13: Creative Portraiture in the Darkroom
BIOL 11: BioEYES Teaching 3rd Graders about Zebrafish
BIOL 13: Introduction to Animal Tracking
CHEM 10: Science for Kids
CHEM 16: Glass and Glassblowing
CHIN 13: Tai Chi
CHIN 24: Taiwan Study Tour
CLAS 25: Where All Roads Go: Ancient Rome and Environs
CSCI 12: Stained Glass Tiling
CSCI 13: Building Valuable Software Products
CSCI 14: Creating a Roguelike Game

ECON 13: Creating a Viable New Business Idea
 ECON 17: How to Start a Startup
 ECON 22: Volunteer Income Tax Assistance (VITA)
 ENGL 12: Standup Comedy: Joke Writing and Performance
 ENVI 16: Confronting Climate Change: Reducing Emissions at Williams
 ENVI 18: Sustainable Business Strategies
 ENVI 25: The Frontlines of Climate Change: Planning for Climate Change on Eleuthera
 GEOS 14: Landscape Photography
 JAPN 25: Kyoto Artisans: Exploring 1200 Years of Cultural History of Kyoto through Modern Craftsmanship
 LEAD 18: Wilderness Leadership in Emergency Care
 MATH 12: Mathematics of LEGO Bricks
 MATH 15: Pilates: Physiology and Wellness
 MUS 13: Introduction to Argentine Tango
 MUS 14: Classic American and European Musical Theatre
 MUS 15: Contemporary American Songwriting
 MUS 16: Zimbabwean Music Collaboration
 MUS 18: Tuning and Temperament
 MUS 25: Creative Art Projects Inspired by South Florida Native American Indian History and Culture
 PHIL 14: Yoga and an Ethical Life
 PHIL 25: Eye Care and Culture in Nicaragua
 PHIL 26: Morocco
 PHYS 10: Light and Holography
 PHYS 12: Drawing as a Learnable Skill
 PHYS 13: Electronics
 PHYS 18: Wood and Woodturning
 PHYS 20: Loop d'Loop d'Loop d'Loop d'Loop d'Loop
 PSCI 16: The Art of Persuasion: Aikido as both a Physical and Political Art
 PSCI 21: Fieldwork in Public Affairs and Private Non-Profits
 PSCI 22: Learning Intervention for Teens
 PSYC 12: Alcohol 101: Examining and Navigating the College Drinking Scene
 PSYC 15: Ephquilts: An Introduction to Traditional Quiltmaking
 PSYC 21: Psychology Internships
 PHLH 15: The Human Side of Medicine and Medical Practice
 PHLH 23: Uncomfortable Learning: Gaudino Fellowship
 REL 12: Zen Buddhism Intensive
 REL 14: Yoga at the Intersection of Practice and Theory
 REL 25: Jerusalem: One City, Two Cultures, Three Faiths, Many Narratives
 RUSS 25: Williams in Georgia
 SOC 16: Humans of the Berkshires
 STAT 25: The History, Geography and Economics of the Wines of France
 SPEC 19: Medical Apprenticeship
 SPEC 21: Experience the Workplace, an Internship with Williams Alumni/Parents
 SPEC 24: Community Development Health Service Project in Liberia
 SPEC 26: Climate Policy in the New Presidency
 SPEC 28: Class of 1959 Teach NYC Urban Education Program
 SPEC 35: Making Pottery at the Potter's Wheel
 THEA 13: Anton Chekhov's Uncle Vanya

APPENDIX C:

PARTICIPANTS: CLiA PROGRAMS & PROJECTS

* = Student/Trip Leaders; Senior names are in bold

Break Out Trips

<http://learning-in-action.williams.edu/opportunities/bot/>

- **Berkshire Community Outreach & Service (BBOT)**
- **Chaplains' Interfaith Service Team: Tuscaloosa (TUSC)**
- **Ghana ThinkTank: Strengthening Cultural & Economic Sustainability in Detroit (DET)**
- **Global Medical Training: Dominican Republic (GMT)**
- **Meaningful Mystic (MYS)**
- **Reach Out & Read: New York City Youth Outreach (NYC)**
- **ServeUP: New Orleans (NOLA)**
- **Sustainable Nutrition in the Ecuadorian Amazon (ECU)**
- **Teaching English in China (CHIN)**
- **TEED (Technology, Environment, Education & Dance) Program: Ghana (TEED)**

Philemon Abel '19 (NOLA)
Veronica Addai Mensah '17 (TEED)

Lucy Alexander '20 (GMT)
Andrea Alvarez '20 (ECU)

***Ava Atri '17 (GMT)**

Josselyn Barahona '18
(GMT)

***Alexia Barandiaran '17 (ECU)**

***Rabbi Rachel Barenblat (TUSC)**

***Sierra Betts '17 (NOLA)**

***Minwei Cao '17 (CHIN)**

Cody Cao '18 (CHIN)

Kai Cash '19 (GMT)

Andy Castañeda '18 (GMT)

***Fr. Gary Caster (TUSC)**

Stephanie Cedillo '18 (TEED)

Jessica Chen '19 (CHIN)

May Congdon '17 (GMT)

Charlotte Cooper '20 (NYC)

Marcone Correia Jr. '19
(NYC)

Phacelia Cramer '19 (TEED)

Xiaoyong Cui '20 (GMT)

Danielle D'Oliveira '19
(NOLA)

Ronak Dave '17 (TUSC)

Cesar Dominguez '17 (ECU)

Coly Elhai '19 (TUSC)

Jesus Estrada '20 (NOLA)

Naomi Francois '18 (NOLA)

Judy Gitahi '20 (TEED)

Louisa Goss '19 (TUSC)

Miaoru Guan '17 (MYS)

David Han '19 (BBOT)

Cameron Helm '18 (NOLA)

Lauren Heuer '20 (GMT)

Maria Hidalgo Romero '20
(NYC)

Qiyuan Hu '20 (CHIN)

Sonya Jampel '19 (TEED)

Jimmy Jiang '20 (NOLA)

Panchanok "Bo"

Jumrustanasan '19
(BBOT)

Hae-Min Jung '17 (MYS)

Breelyn Karno '20 (MYS)

Omar Kawam '20 (TUSC)

Julia Kawano '19 (TUSC)

Calla Khilnani '20 (GMT)

Rebecca Kim '20 (GMT)

Anna Kim '19 (NYC)

Serapia Kim '19 (NOLA)

***Benjamin Lamb (MYS)**

***Neftaly Lara '19 (DET)**

Charles Laureore '18 (NYC)

Elizaveta Lavrova '18 (MYS)

Nathan Leach '17 (TUSC)

***Joyce Lee '17 (BBOT)**

Yang Lee '20 (GMT)

Rachel Levin '19 (TUSC)

Borah Lim '17 (NOLA)

***Dalia Luque '18 (DET)**

Krushangi Maisuria '19

(MYS)

Cristina Mancilla '20 (NOLA)

***Maryanne Masibo '19 (TEED)**

Morgan Michaels '19 (NOLA)

Anya Michaelsen '19 (TUSC)

***Jessica Munoz '19 (MYS)**

Natalie Newton '20 (NOLA)

***Nana Ama Ofori Atta '19 (TEED)**

Cynthia Okoye '18 (NOLA)

Erikka Olson '19 (ECU)

Kyung Chan "Kenneth" Park '17 (ECU)

Alejandra Patlan '19 (MYS)

Isabel Pena '19 (NYC)

James Rasmussen '19 (MYS)

Moiz Rehan '19 (TEED)

Mauro Renteria '19 (NOLA)

***Adam Resnick '17 (GMT)**

Break Out Trips (cont'd)

Alia Richardson '19 (ECU)	*Anna Sun '19 (NYC)	Hannah Weinstein '18 (ECU)
Robert Rock '20 (NOLA)	Anqi Tang '19 (DET)	Natalie Wilkinson '19 (TUSC)
Rebeca Rodriguez '18 (DET)	Meklit Tesfaye '20 (NYC)	Michael Wong '19 (CHIN)
*Sharif Rosen (TUSC)	John Velez '20 (GMT)	Oliver Yang '20 (BBOT)
Diana Sanchez '17 (NOLA)	Borivoje Vitezovic '20 (DET)	*Emma York '19 (NYC)
Jeremy Shields '20 (NOLA)	Wilson Wang '18 (GMT)	Ross Yu '19 (TUSC)
*Rev. Rick Spalding (TUSC)	Sean Wang '18 (CHIN)	Qianwen Zheng '20 (NYC)
*Grace Sullivan '17 (ECU)		

Class of 1959 Teach in New York Winter Study Program

<http://learning-in-action.williams.edu/courses-teaching/teach-in-new-york-city>

Bushra Ali '17	Anna Kim '19	Lee-Rey Spencer '18
Sabrina Castle '17	Alejandra Mejia '17	Kyle Walker '19
Luke Davis '19	Cynthia Okoye '18	Emma York '19
Melanie Graciani '19	Rachel Scharf '19	Si Young Mah '16.5
Julia Kawano '19		

CLiA Student Van Drivers

Sierra Betts '17	Andrew Lyness '17	Isabel Perry '20
Sarah Jensen '17		

CLiA Summer Interns, Outreach Associates & Office Assistants

Claire Bergey '17	Kimiko Harada '19	Alyza Ngbokoli '17
Jabari Copeland '18	Amelia Hidalgo '17	Christine Pash '18
Meklit Daniel Tesfaye '20	Shanti Hossain '19	Ellyn Pier '19
Robert Dulin '19	Sarah Jensen '17	Sabrina Sanchez '20
Sam Ellison '18	Reuben Kaufman '19	Valeria Sosa Garnica '19
Jesus Estrada '20	Ned Lauber '18	Kelly Tellez '17
Gregory Ferland '16	Dalia Luque '18	Veronica Veliz '17
Diego Gonzalez '18	Megan Maher '17	Teresa Yu '20
Lilian Gordon '20	Connor Mulhall '17	Sabrina Zaldana '17

Give It Up! Student Workers

<http://learning-in-action.williams.edu/opportunities/give-it-up/>

Aaron Hamblin '16	Oscar Merino '19	Samantha Stone '17
*Katherine Hrach '16	Valeria Pelayo '16	Dvid Trivedi '17
Cecilia Pou Jove '19	Daniel Russell '19	Colin Williams '18
Logan Lawson '16		

The Positive Pathways Partnership (P3)

Chinonso Anokwute '19	Theodore McNally '20	Megan Siedman '20
Alejandra Davila '19	Nebiyou Metaferia '19	"Timmy" Jung Min Suh '18
Omar Kawam '20	Diana Sanchez '17	

Purple Valley Volunteer Income Tax Assistance (VITA)

<http://learning-in-action.williams.edu/courses-teaching/volunteer-income-tax-assistance-program/>

Tania Calle '20	Maria Hidalgo Romero '20	Sofie Netteberg '20
Sala Clark '17	Nate Jones '20	Rebeca Rodriguez '17.5
*Robbie Dulin '19	Bo Jumrustanasan '17	Ang Sherpa '19
Emily Elder '20	Professor Sara Lalumia	Ingrid Thyr '20
Web Farabow '18	Jason Liu '20	Andres Villasmil '20
Miaoru Guan '17	Nathaniel Munson-Palomba '20	Teresa Yu '20

Sentinels Public Policy Summer Research Fellows

<https://learning-in-action.williams.edu/opportunities/sentinels-summer-research-fellowship/>

Alexandra Griffin '18
"Shifting Industries and Worker Organizing in North Adams"
Phoebe Hall '16
"Rights, Respect and Responsibility: Supporting Student Wellness through Education"
Isabel Hanson '16
"It Takes a County: Collaborative Health Care in North Berkshire"
Valerie Oyakhilome '18
"Killing Me Softly: A Case Study of Environmental Classism in Flint, Michigan and Love Canal, Niagara Falls"
Katie Swoap '17
"Sustainable Fisheries Management and Governmental Conservation Policy: Anthropogenic Changes in New England Larval River Herring"

Sixth Grade College Visit Volunteers

<http://www.mcla.edu/About/MCLA/area/berkshirecompact/initiatives/index>

Amelia Hidalgo '17	Borah Lim '17	Evelyn Mahon '18
Anna Kim '19	Megan Maher '17	Emma York '19
Joyce Lee '17		

Williams Center at Mt. Greylock

<http://learning-in-action.williams.edu/high-school-outreach/>

- Afterschool Homework (HF)
- Envirothon (ENV)
- Ephs Out Loud (EOL)
- Model UN (MUN)
- GreylockOutdoors (OUT)
- Pine Cobble (PC)
- Student Support Fellow (SSF)
- Science Blast (SB)
- StoryTime (ST)
- Tuesday Evening Tutoring (TT)
- Writing Fellow (WF)
- Language Fellow (LF)
- Leaders in Technology (LIT)
- Sankofa (SAN)
- Kinetic (KIN)
- Arts Blast (AB)

Philemon Abel '19 (HF)

Alberta (Betty) Annan-
Noonoo '18 (AB)

Hannah Benson '17 (AB)

Mollie Bernstein '18 (PC)

Leonard Bopp '19 (EOL)

Kaitlyn Braband '19 (KIN)

Jazmin Bramble '20 (AB)

Benjamin Bui '19 (KIN)

Nicolle Cabral '19 (HF)

Adam Calogeras '18 (HF)

Minwei Cao '17 (AB)

Cordelia Chan '19 (HF)

Elim Cho '17 (WF, SSF)

**Silye Christoffersen '17
(AB)**

Kevin Coakley '20 (TT)

***Ellen Coombe '17 (SSF)**

Sarah Cooperman '17 (AB)

Marcone Correia '19 (KIN)

Eli Cytrynbaum '20 (ST)

Akhil Dayal '20 (KIN)

Anna Deloi '18 (AB)

Quan Do '19 (LIT)

Hussain Fareed Bukhari '18
(SB)

Tony Fitzgerald '18 (WF)

**Grace Flaherty '17 (WF,
SSF)**

Derek Galvin '18 (KIN)

Julie (Haomiao) Geng '19
(KIN)

Judy Gitahi '20

Nick Goldrosen '20 (OUT)

Hannah Goldstein '20 (PC)

Richard Gonzalez '20 (AB)

Diego Gonzalez '18 (LIT)

Hannah Goodrick '18 (EOL)

Ron Govin '17 (AB)

Matthew Goss '17 (AB)

Janelle Gowgiel '20 (HF)

Hannah Gruendemann '20
(EOL)

**Miaoru Guan '17 (SB, HF,
TT, KIN)**

Glen Gulik '18 (AB)

Jacques Guyot '17 (AB)

Conrad Harron '17 (HF, AB)

Mia Herring-Sampong '20
(HF)

Brook Horowitch '20 (TT)

Ben Incera '18 (KIN)

Anne Johnston '19 (HF)

Louisa Kania '19 (WF)

Juliet Kelso '18 (WF)

Erin Kennedy '19 (AB)

Sophie Kitchen '17 (HF)

Nathan Leach '17 (AB)

Audrey Lee '20 (MUN)

Dong Joo (DJ) Lee '20 (AB)

Katelyn Long '19 (PC)

Alan Louis '20 (WF)

Eleanor Lustig '18 (PC, WF)

Evelyn Mahon '18 (WF, AB)

Krusha Maisuria '19 (KIN)

Gabby Markel '17 (ST)

Maryann Masibo '19 (HF)

Abigail Matthews '18 (HF)

Lauren McCall '17 (SB)

Nate Munson-Palumbo '20
(LF)

Eric Muscosky '18 (WF)

Timothy Nage-McNaughton
'18 (SB)

Natalie Newton '20 (EOL)

Nam Nguyen '19 (LIT)

Noah Nsangou '20 (HF)

Cynthia Okoye '18 (HF)

Anjali Pai '19 (LIT)

Kurt Pfrommer '18 (EOL)

Elizabeth Poulos '19 (KIN)

Julia Randall '19 (EOL)

Arielle Rawlings '18 (WF)

Alia Richardson '19 (HF)

Emma Robinson '18 (KIN)

Ryan Roehls '18 (HF)

***Jeffrey Rubel '17 (SF,
ENV, SB)**

Elizabeth Sachsse '18 (WF)

Divya Sampath '18 (HF)

Sabrina Sanchez '20 (HF)

Jake Savoca '18 (KIN)

Hattie Schapiro '18 (HF)

Marissa Shapiro '18 (WF)

Meghan Siedman '20 (HF)

Troy Sipperelle '17 (AB)

Abigail Soloway '18 (EOL)

Valeria Sosa Garcia '19 (PC,
SSF, WF)

**Melanie Subbiah '17 (AB,
ST)**

Margaret Sutton '18 (PC)

Kerry Swartz '19 (HF)

Katie Swoap '17 (AB)

Adley Tempelton '20 (TT)

Tiffany Tien '20 (LIT)

Darla Torres '18 (SSF, HF,
LF, MUN)

Annika Trapness '17 (AB)

Yitong Tseo '17 (AB, EOL)

Nicolle Vittini Cabral '19
(AB)

Prem Wadhwani '19 (KIN)

Conrad Wahl '20 (KIN)

Williams Center at Mt. Greylock (cont'd)

Caroline Weinberg '19 (HF)
Wendy Wiberg '17 (AB)
Daniel Wong '17 (HF, TT)
Jamie Wu '18 (WF)

Susan Wu '17 (LF)
Tyra Wynn '19 (OUT)
Oliver Yang '20 (HF)

Ben Young '18 (SAN, AB)
Daniel Yu '20 (KIN)
Adam Zoen '19 (HF)

Williams Elementary Outreach

<http://learning-in-action.williams.edu/elementary-outreach>

- **Adventures in Learning (AiL)**
- **After-School Tutors (AST)**
- **Big Sibs (BIG)**
- **BioEYES (BIO)**
- **Classroom Helpers (CH)**
- **Crossover Academy (CA)**
- **First Grade Buddies (FGB)**
- **Hopkins Forest Educators (HF)**
- **iTeam (iT)**
- **Middle School Mentors (MSM)**
- **Reading Buddies (RB)**
- **Science Fellows (SF)**
- **Williamstown Rural Lands Foundation Educators (WRLF)**

Bushra Ali '17 (iT, SF)

*Kendall Allen '20 (AST)
Marissa Anderson '20 (SF)
Mikhayla Armstrong '19 (FGB)

Bryan Bailey '19 (iT)
Zachary Baird '20 (BIO)

Michelle Bal '17 (AiL)

Carmen Bango '20 (RB)
Adrienne Banks '20 (AiL, CH)
Sofia Barandiaran '20 (MSM)
Alexia Barandiaran '19 (AiL)
Jackson Barber '18 (HF)
Shubhashree Basnyat '19 (FGB, SF)

Nigel Bates '17 (HF)

Kendall Bazinet '18 (MSM)
Joanne Beckford '19 (MSM)
*Clara Beery '18 (CH)

Jonathan Berg '18 (AiL)
Nicholas Bernier '20 (BIO)
Elsa Bjornlund '20 (AST)
Katherine Blake '19 (iT)

Brook Bovier '17 (CA)

Michelle Buestan '18 (CH)
Lea Burgess '18 (RB)
Tania Calle '20 (SF)
Olivia Carlson '20 (FGB)
Spencer Carrillo '20 (SF)

Sabrina Castle '17 (CH)

Miranda Chaiken '19 (iT)
Christina Chavarria '20 (SF)

Chris Chorzepa '17 (MSM)

Peter Churchill '20 (AST)
Rachel Clemens '17 (AiL)
Kevin Coakley '20 (CA)
Erin Cohn '19 (AiL)

Ian Concannon '18 (HF)
Phacelia Cramer '19 (CH)
Yvonne Cui '20 (SF)
Eli Cytrynbaum '20 (AiL)
Ashwin Dasgupta '20 (AST)
Leigh Davidson '18 (BIO)
Luke Davis '19 (CH)

Campbell Day '20 (FGB)
Kevin Deptula '18 (SF)
Jeromy DiGiacomo '20 (AiL)
Natalie DiNenno '18 (HF)
Sharai Dottin '18 (CH)
Astrid DuBois '20 (HF, CH, RB)

Taran Dugal '17 (RB)

Rebecca Duncan '20 (RB)
Molly Egger '20 (AST)
Hector Fajardo '19 (AiL)
Ryan Fajardo '17 (AiL, BIG)
Justine Felix '20 (AiL)
Jack Ferguson '18 (iT)
Kathryn Flaharty '18 (SF)
Marisa Flignor '19 (FGB, CH)

David Folsom '17 (WRLF)

Claudia Forrester '18 (MSM, WRLF)

Ruby Froom '17 (AiL)

Isabelle Furman '20 (AiL)
Rachel Gerrard (AST)
Erica Gible '20 (AST)
Gabrielle Giles '19 (RB)
Lilian Gordon '20 (SF)
David Gorestki '20 (AST, SF)
Louisa Goss '19 (AiL)
Lexi Gudaitis '19 (CH)
Elizabeth Gudas '18 (AiL)
Mary Kate Guma '19 (CH)
Selin Gumustop '20 (BIG)
Jacques Guyot '17 (AiL)
Maria Guzman '17 (RB)
Hyo Jung (Julie) Ha '20 (SF)
Natalia Halpern Lagos '20 (CH)

Morgan Harris '19 (AiL)
Emily Harris '19 (SF)

Zoe Harvan '17 (MSM)

Negasi Haskins '20 (AiL)
Chloe Henderson '20 (AiL)
Maria Heredia '20 (AST)
Lauren Heuer '20 (FGB)
Brandon Hilfer '20 (MSM)
Ross Hoch '19 (AiL)

Oscar Hurtado '17 (AST)

Emaun Irani '20 (SF, BIG)
Raisha Ismail '18 (CH)
Sumun Iyer '18 (AiL)
Sarah Jensen '17 (AiL, CH)
Eleanor Johnston '18 (CH, WRLF)

Williams Elementary Outreach (cont'd)

Anne Johnston '19 (RB)
 Nathaniel Jones '20 (AST)
 Sung Kang '19 (MSM)
 Annie Kang '20 (AST)
 Reuben Kaufman '19 (RB)
 Sarah Kelly '19 (FGB)
 Juliet Kelso '18 (FGB, SF)
 Anna Kim '19 (MSM)
 Jessica Kim '19 (CA)
 Rebecca Kim '20 (AST, SF)
 Grace Kromm '20 (SF)
 Justin Kugel '20 (AST, CH)
 John Lamont '20 (AST)
 *Ned Lauber '18 (RB)
Laura Lee '17 (HF, RB)
Sara Lehman '17 (FGB)
 Haley Lescinsky '18 (WRLF)
 Emma Lezberg '20 (AiL)
 Mei Liang '19 (AiL)
 Anna Lietman '20 (AST)
Borah Lim '17 (SF)
 Avital Lipkin '19 (AiL)
 Katie Loftus '19 (HF, WRLF)
 Benjamin Logsdon '20 (AiL)
 Kennedy Long '18 (RB)
 Sierra Loomis '20 (SF)
 Jiashen (Geoffrey) Lu '20 (iT)
Andrew Lyness '17 (CH)
 Evelyn Mahon '18 (CH)
 Brenna Martinez '18 (SF)
 Diana Matthiessen '19 (RB)
Emma McAvoy '17 (HF)
 Kayley McGonagle '18 (SF)
 William McGovern '20 (SF)
 Alexandra Medeiros '20 (RB)
 Lesly Mejia '20 (BIO)
Schuyler Melore '17 (BIO)
Alexandra Mendez '17 (AiL)
 Natalia Miller '18 (BIO)
 *Steven Miller (AiL)
 Nina Min '19 (SF)
 Abbey Minondo '19 (FGB)
 Maddie Miura '20 (RB)
 Danielle Moore '20 (AST)
 Nikhil Palanki '20 (iT)

Harmon Pardoe '19 (AiL)
 Ashay Patel '18 (SF)
 *Inaya Payne-Wilks '20 (RB)
Maggie Peard '17 (SF)
 Casey Pelz '19 (CA)
 Nohely Peraza '20 (RB)
 Cielo Perez '19 (AiL)
 Sofia Phay '19 (AST)
 Eli Pier '19 (SF)
Megan Pierce '17 (CH)
 Baladine Pierce '20 (RB)
 Joshua Popkin '18 (MSM)
 Megan Powell '20 (HF)
 Emma Reichheld '19 (FGB)
 Alia Richardson '19 (iT)
Anneliese Rilinger '17 (AiL)
Abigail Robinson '17 (AiL)
 Rebeca Rodriguez '18 (FGB, MSM, SF)
 Ryan Roels '18 (FGB, SF)
***Amy Rosten '17 (CH, AST, CH)**
Jeffrey Rubel '17 (AiL)
 Audrey Rustad '20 (AiL, RB)
 Ryan Schmidt '20 (SF)
Sophia Schmidt '17 (AiL)
 Sarah Scire '20 (FGB)
 Charlotte Scott '19 (SF)
Jacqueline Serrano '17 (CH)
 Brendon Seyfried '19 (iT)
Ashna Shah '17 (SF)
 Rufus Shamberger '20 (CA)
 Ang Sherpa '19 (CH)
 Nanase Shirokawa '19 (AST)
 *Megan Siedman '20 (AST, AiL)
 Liam Simpson '18 (WRLF)
Troy Sipprelle '17 (AiL)
Uygar Sozer '17 (AiL)
 Jessica Munoz '19 (CH)
 *Tendai Muparutsa (AiL)
 *Trevor Murphy (AiL)
 Geibien Na '20 (CA)
 Michael Nettesheim '20 (CA)
 Kenechukwu Odenigbo '19 (AiL)

Cynthia Okoye '18 (SF)
 Melani Ortega '19 (BIO)
Tomas Padgett Perez '17 (RB)
 Anjali Pai '19 (iT)
 Morgan Spellman '18 (MSM)
 Ivy Spiegel-Ostrom '20 (SF)
 Lauren Steele '18 (SF, RB)
Sarah Stevenson '17 (AiL)
 Mano Sundaresan '19 (AiL)
Madeleine Swarr '17 (FGB)
 Marc Talbott '18 (iT)
 Alden Taylor '19 (AiL)
 Adly Templeton '20 (AiL)
 Meklit Tesfaye '20 (SF)
Chelsea Thomeer '17 (AiL)
 Ingrid Thyr '20 (WRLF)
 Anastasia Tishena '20 (SF, RB)
 Isabel Torres '19 (SF)
 Eddy Varela '20 (iT)
 John Velez '20 (SF)
 Nicolle Vittini Cabral '19 (AiL)
Rachel Waldman '17 (SF, AiL)
 Kyle Walker '19 (CH)
Michael Wang '17 (AST)
 Mia Weinland '19 (CH)
 Emilia Welch '18 (CH)
 Nicolas Welch '20 (CH)
Joceyln Wexler '17 (AiL)
 Morgan Whaley '20 (SF)
Caroline White-Nockleby '17 (SF)
 Joseph Wilson '19 (FGB, SF)
 Ben Wipper '19 (HF)
 Sam Wischnewsky '20 (SF)
 Allison Wong '18 (SF)
Austin Wruble '17 (BIG)
 Tyra Wynn '19 (HF)
 *Julia Yarak '18 (AST, FGB, CH)
 *Emma York '19 (AST)
Sabrina Zaldana '17 (CH)
 Aija Zamurs '20 (CH)
 Ashley Zhou '20 (AST)

Williams Poverty Initiative

<http://learning-in-action.williams.edu/courses-teaching/williams-poverty-initiative/>

Advisory Board

Tara Watson, Economics, Coordinator
Cathy Johnson, Political Science
Gretchen Long, History
Lucie Schmidt, Economics
Lara Shore-Sheppard, Economics
Dalia Luque '18
Paula Consolini, Center for Learning in Action

Student Volunteers

Claudia Forrester '18
Eleanor Lustig '18
Megan Maher '17

PARTICIPANTS: STUDENT-LED COMMUNITY WORK

* = Student Leader; Senior names are in bold

The "Assist" Program

Christian Alcorn '17
Marissa Anderson '20
Daniel Aronowitz '17
Mickey Babek '20
Hanna Beattie '17
Kent Blaeser '18
Bridget Bousa '17
Monica Bousa '19
Vince Brookins '20
Kearan Burke '18
Devon Caveney* '17
George Clark '19
Griffin Colaizzi '18
Ryan Cox '20
Colby Cretella '18
Ben Decker '18
Dan Doherty '18

Jansen Durham '20
Michael Fahey '17
Kristin Fechtelkötter '18
Chris Galvin '18
Korinna Garfield '19
Michael Greenman '18
Emily Harris '19
James Heskett '19
Henry Hobbs '18
Stephen Hogan '18
Sonya Jampel '19
Lexi Jones '19
Louisa Kania '19
Lindsay Klickstein '19
Emily Krueger '17
Alejandra Magana '19
Lauren McCall '17

Sarah Michels '20
Suzanna Penikis '19
Ellyn Pier '19
Eliza Quigley '19
Amanda Reisman '20
Kailie Saudek '19
Maggie Shilling '18
Delaney Smith '18
Eric Smith '19
Anna Spellman '17
Cole Teal '18
Emma TenBarge '19
Elise Testa '17
Lauren Vostal '19
Kevin Walsh '17
Lydia Zales '18

Brayton Tutoring Program

Funmi Adejobi '17
Tamar Aizenberg '18
Elvira Alonso '20
Brynne Blaugrund '20
Jonathan Carrasco-Noriega '20
***Angela Chang '17**
Paige Chardavoyne '17
Anna Cuellar '19
Kelsie Dalton '19
Jeromy DiGiacomo '20

Jesse Facey '19
Alberto Flores '17
Michael Gao '20
Lauren Gunasti '19
Sarah Hasselman '17
Mia Herring-Sampong '20
Lauren Heuer '20
Ross Hoffman '17
James Hughes '18
Jae Jeong '17
Rhea Jiang '20

Louisa Kania '19
Liza Lavrova '18
Juliet Kelso '18
Alina Lin '20
Tsaina Mahlen '17
Alexandra Melishkevich '19
Sydney Myong '20
Augusta Nau '19
Mariama Ndiaye '17
James Sawyers '18
Ang Sherpa '19

Brayton Tutoring Program (cont'd)

Anqi Tang '19
*Christine Tanna '19

James Temple '17
Johanna Wassermann '18

Wendy Wiberg '17

Circle of Women

Eman Ali '20
Grace Chamberlin '19
Angela Chan '19
Julianna Kostas '18
Ian Mook '18
Maggie Murphy '19

Summiya Najam '20
Eli Pier '19
Kate Pippenger '20
Anjali Purohit '20
Tess Richman '19

Thomas Riley '18
Ariana Romeo '19
Mia Weinland '19
Peter Zhang '18
Donglin Zhang '19

Converging Worlds

Ally Alvarez '20
Eli Cyntrynbaum '20
Alejandra Davila '17
Claudia Forrester '18

***Kiyana Hanley '17**
Maria Hidalgo Romero '20
*Anna Pomper '18
***Akhir Stewart '17**

*Christine Tamir '18
***Maoli Vizcaino '17**
*Keiana West '18
Emma York '19

Ephoria

Caroline Charles '18
Maia Czaikowski '20
Haelynn Gim '19
Lauren Gunasti '19
Sarah Jensen '17

Beatrix Kelly '19
Esther Kim '18
Laura Lee '17
Jacqueline Lewy '17
Catherine May '20

Louisa Nyhus '20
Sarah Ritzmann '17
Elizabeth Salisbury '18
Madeline Seidman '17
Lauren Steele '18

Friendly Visitors

Josselyn Barahona '18
***Paige Chardavoyne '17**
Louisa Kania '19

Mei Liang '19
Jeremy Shields '20

Kelly Tellez '17
Wilson Wang '18

Kinetic (LEAP Subgroup)

Marccone Correia '19
Akhil Dayal '20
Derek Galvin '18

Julie (Haomiao) Geng '19
Miaoru Guan '17
Krushi Maisuria '19

Conrad Wahl '20
Daniel Yu '20

Lehman Community Engagement (LCE) Great Day of Service Volunteers

Ally Alvarez '20
Ashley Arnold '17
Keileh Atulomah '20
Kristina Barry '19
*Kristen Bayrakdarian '19
Emma Bickel '17
Marshall Borrus '20

Abby Brustad '19
Will Burford '20
Kearan Burke '18
Carlos Cabrera-Lomeli '20
Devon Caveney '17
Cornelius Chandler '17
Christina Chavarria '20

Betty Chen '19
Michael Chen '18
Dominic Chui '20
Ivy Ciaburri '17
Drew Cohen '20
Emma Corbett '20
Jordan Davis '17

LCE Great Day of Service Volunteers (cont'd)

*Franny Dean '19
Emily Elder '20
Evelyn Elgart '19
Kristin Fechtelkotter '18
Drew Fishman '19
Isabelle Furman '20
Matthew Goss '17
*Danielle Grier '18
Lexi Gudaitis '19
Alex Han '20
Wendy Hernandez '20
Emmie Hine '20
Niki Howe '17
Isabella Huang '18
Hannah Hunsaker '19
Daemyeong Hwang '19
Gyung Hyun Je '20
Annie Kang '20
Aanya Kapur '20
Reuben Kaufman '19
Omar Kawam '20
***Kevin Kelly '17**

***Sophie Kitchen '17**
Heather Kurtz '20
***Nora Lee '17**
Mei Liang '19
*Kenny Liu '19
Peter Lugthart '18
Dalia Luque '18
Ananya Mahalingam-
Dhingra '18
Cristina Mancilla '20
Katie Manning '20
Lauren McCall '17
Alexandra Melishkevich '19
*Jessica Munoz '19
Grace Murray '20
Mariama Ndiaye '17
Anna Neufeld '18
Natalie Newton '20
Jensen Pak '18
Emily Peckham '20
Celeste Pepitone-Nahas '17
Nohely Peraza '20

Jacob Pesikoff '20
Teo Pollini '20
*Robert Rowledge '18
Miguel Samayoa '17
Annie Sher '17
Kyung Shin Kang '19
Alina Shubina '19
Larissa Silva '19
Marc Talbott '18
Summer-Solstice Thomas '20
Joelle Troiano '20
Stockton Troyer '19
Angela Vecchiarielli '20
Lauren Vostal '19
Kyle Walker '19
*Miranda Weinland '19
Maddie Wessell '20
Brenda Xu '20
Julia Yarak '18
Ross Yu '19
Lydia Zaleski '18
Qianwen Zheng '20

Mohawk Forest Mentoring Program

Benjamin Bui '19
Walford Campbell '17
Kevin Chang '19

Mary Beth Dato '17
Justin Sardo '18

Ang Sherpa '19
Julia Yarak '18

Moo-Mami

Eman Ali '20
Jordan Carfino '18
Spencer Carrillo '20
Skylar Chaney '20
Jessica Chen '18.5
Quan Do '19
Margaret Draper '17
Mateo Fiorentino Molina '20
Miaoru Guan '17
Cameron Helm '18
Konnor Herbst '20

Sara Hetherington '19
Gabrielle Ilagan '18
Rhea Jiang '20
Julia Kawano '19
Taylor Kennedy '18
Samuel Lang
Audrey Lee '20
Keyi Liu '20
Krushangi Maisuria '19
Jessica Munoz '19

Kimthanh Nguyen '17
Erikk Olson '19
Jacob Pesikoff '20
Ellyn Pier '19
Arielle Rawlings '18
Omar Shawareb '18
Matthew Thomas '17
Bingyi Wang '18
Julia Yarak '18
Tongyu Zhou '20

No Lost Generation

***Bushra Ali '17**
***Jonathon Burne '17**
Sara Hetherington '19

Allison Holle '17
Emma Lezberg '20

Mie Mizutani '17
Summiya Najam '20

Society of the Griffins

Adedolapo Adebayo '17

Jason Adulley '19
Jared Armes '19
Amyhr Barber '19
Michael Berry '18
Vince Brookins '20
Marcus Butler '19
Lloyd Campbell III '18
Kai Cash '19
Jabari Copeland '18
Michael Davis '18
Eric Davis '17
Khari Dawkins '17
Michael DePass '20
Jansen Durham '20

Kyrien Edwards '17

Kwasi Fahie '20
Nick Fils-Aime '18
Jumaane Ford '20
Justin Harris '17
Connor Harris '18
Cameron Helm '18
Didier Jean-Michel '17
Arslay Joseph '20
Michael Kidd-Phillips '18
Charles Laurore '18
Justin LeAndre '18
Spencer Lee-Rey '18
Mykel Miller '20

Jaelon Moaney '19

Islam Osman '20
Liam Pembroke '18
Brendan Rosseau '19
Kyle Scadlock '19
Tyrone Scafe '17
Malcolm Singleton '18
Nikolay Stoykov '20
Austin Thomas '19
David Weathers '18
Joseph Wilson '19
Samuel Wilson '18
Zachary Wood '18
Noah Wright '18

Williams Animal Awareness Group (WAAG)

Alexia Barandiaran '19
Sofia Barandiaran '20
Kristen Bayrakdarian '19
Elsa Bjornlund '20
Brynne Blaugrund '20
Caitlin Buckley '17
Claire Bunn '20
Minwei Cao '17
Amelia Carroll '20
Tiffani Castro
Grace Chamberlin '19
Skylar Chaney '20
Erica Chang '18
Kelly Chen '17
Ivy Ciaburri '17
Olivia Clark '17
Hannah Cole '17
Ruben Constanza '19
Sarah Cooperman '17
Rachel Cucinella '19
Anna Cuellar-Parajon '19
Kelsie Dalton '19
Leigh Davidson '18
Campbell Day '20
Iman Dervisevic '19
Natalie DiNenno '18
Michael Ding '18
Katy Dix '18
Caitlan Fealing '19
Elizabeth Feeney '20

Nicole Ford '20
Kiara Gordon '19
Janelle Gowgiel '20
Mia Herring-Sampong '20
Lauren Heuer '20
Dante Hirata-Epstein '20
Phoebe Huang '20
Hanna Kaeser '18
Jason Kim '19
Jessica Kim '19
Ariel Kline
Renne Kwak '20
Thea Lance '20
Mei Lang '19
Sasha Langesfeld '17
Lester Lee '19
Kendall Leet-Otley '17
Evan Lewis
Emma Lezberg '20
Anna Lietman '20
Tsaina Mahlen '17
Katie Manning '20
Flor Marmolejo '18
Josie Maynard '19
Emily McDonald '19
Allison McPherson '19
Alex Medeiros '20
Nebiyu Metaferia '19
Jessica Munoz '19

Mariama Ndiaye '17

Natalie Newton '20
Nia Nguyen
Erikka Olson '19
Francesca Paris '18
Alejandra Patlan '19
Kiri Peirce '19
Suzanna Penikis '19
Clara Pomi '17
Anna Pomper '19
Claudia Portugal '20
Cecilia Pou Jove '19
Elias Ramos '19
Moiz Rehan '19
Alison Robey '20
Janeth Rodriguez '20
Norma Rodriguez '18
Christa Rousseva '18
Elinor Sherman '20
Ang Sherpa '19
Molly Siebecker '17
Larisa Silva '19
Michaela Smith '20
Nikolay Stoykov '20
Jane Tekin '19
Summer-Solstice Thomas '20
John Toomey '18
Julia Vargas '19
Borivoje Vitezovic '20

Williams College Jewish Association (WCJA)

Tamar Aizenberg '18
Mollie Bernstein '18
Erin Cohn '19
Becky Durst '17
Marisa Flignor '19

Aaron Goldstein '18
Ariel Koltur-Fromm '20
Rachel Levin '19
Emma Lezberg '20
Jacob Lezberg '20

Avital Lipkin '19
Evan Ringel '17
Rachel Schwartz '17
Samuel Seigel '17
Jacob Shuman '20

Williams College Law Society (Board Members)

Tania Calle '20
Angela Chang '17
Mary Elizabeth Dato '17

Drew Fishman '19
Abel Romero '19
Reed Sawyers '18

Marisol Sierra '17
Chrisleine Temple '19
Peter Tianlun Zhang '18

Williams Homeless Outreach (WHO)

Kristen Bayrakdarian '19
Aaron Goldstein '18

Aaron Maruzzo '17
Nebiyou Metaferia '19

Gemma Porras '17
Hannah Weinstein '18

Williams Medical Corps

Simran Sohal '20
Natalie Albright '20
Sarah Becker '18
Jake Bingaman '19
Kelly Chen '17
Mallory Chen '17
Campbell Day '20
***Hae-Min Jung '17**

Omar Kawam '20
Juna Khang '20
Lia Yee '17
Yang Lee '20
Mei Liang '19
Kenny Liu '19
Crystal McIntosh '20

Tyma Nimri '19
Emma Rogowski '19
Lexie Royal '18
Meklit Tesfaye '20
Conrad Wahl '20
Hannah Weinstein '18
Donglin Zhang '19

Williams Recovery of All Perishable Surplus (WRAPS)

Luke Baumann '19
*Andrew Bloniarz '20
Joshua Choi '20
Silje Christoffersen '17
Ryan Cox '20
Jacob Cytrynbaum '18
Nick Dehn '18

Korinna Garfield '19
Ross Hoch '19
Nkem Iregbulem '20
Jamie Kasulis '20
Marissa Levin Shapiro '18
Avital Lipkin '19
*Eleanor Lustig '18

William McGovern '20
Alexandra Melishkevich '19
Suzanna Penikis '19
Kailie Saudek '19
Ellie Wachtel '17
Conrad Wahl '20

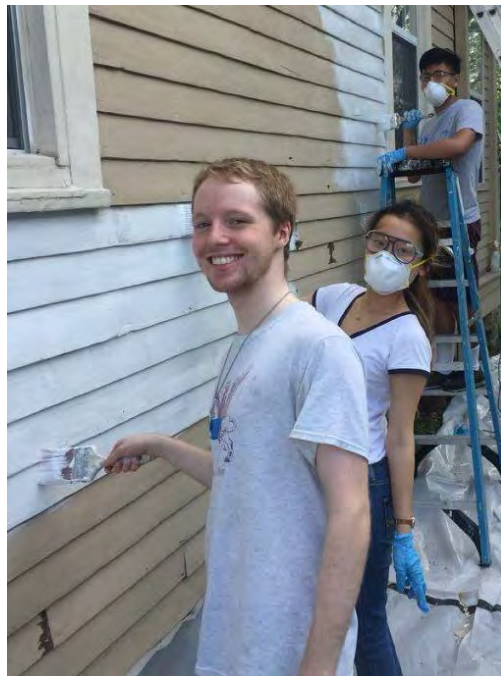
Williams Speaks

Kendall Allen '20
Wilfred Lee '18

Keyi Liu '20
Ananya Mayukha '17

Natalie Wilkinson '19





learning-in-action.williams.edu